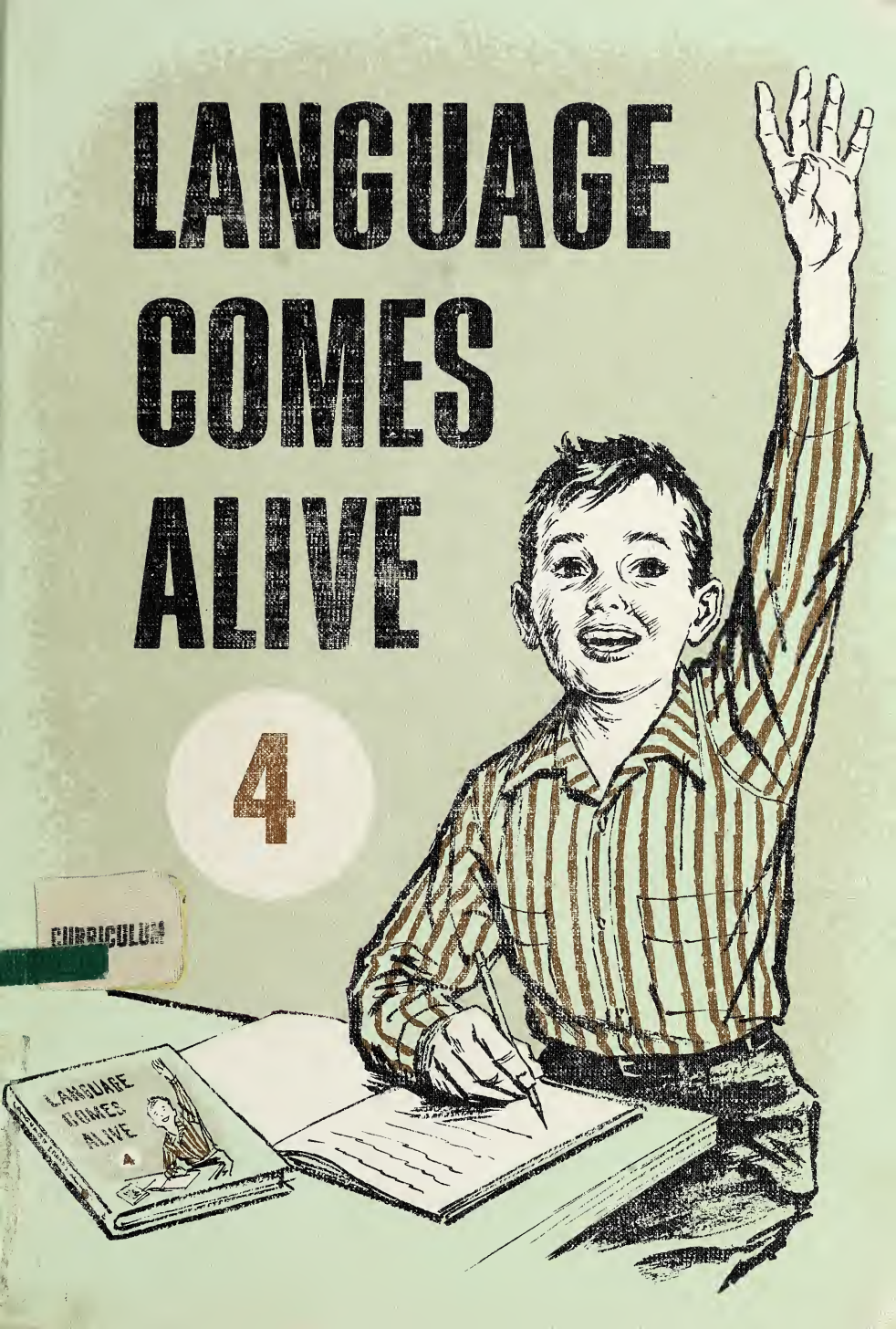
LANGUAGE COMES ALIVE

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LANGUAGE COMES ALIVE

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Authorized for use in the Schools of
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Also assisted by
the following Grade 4 teachers

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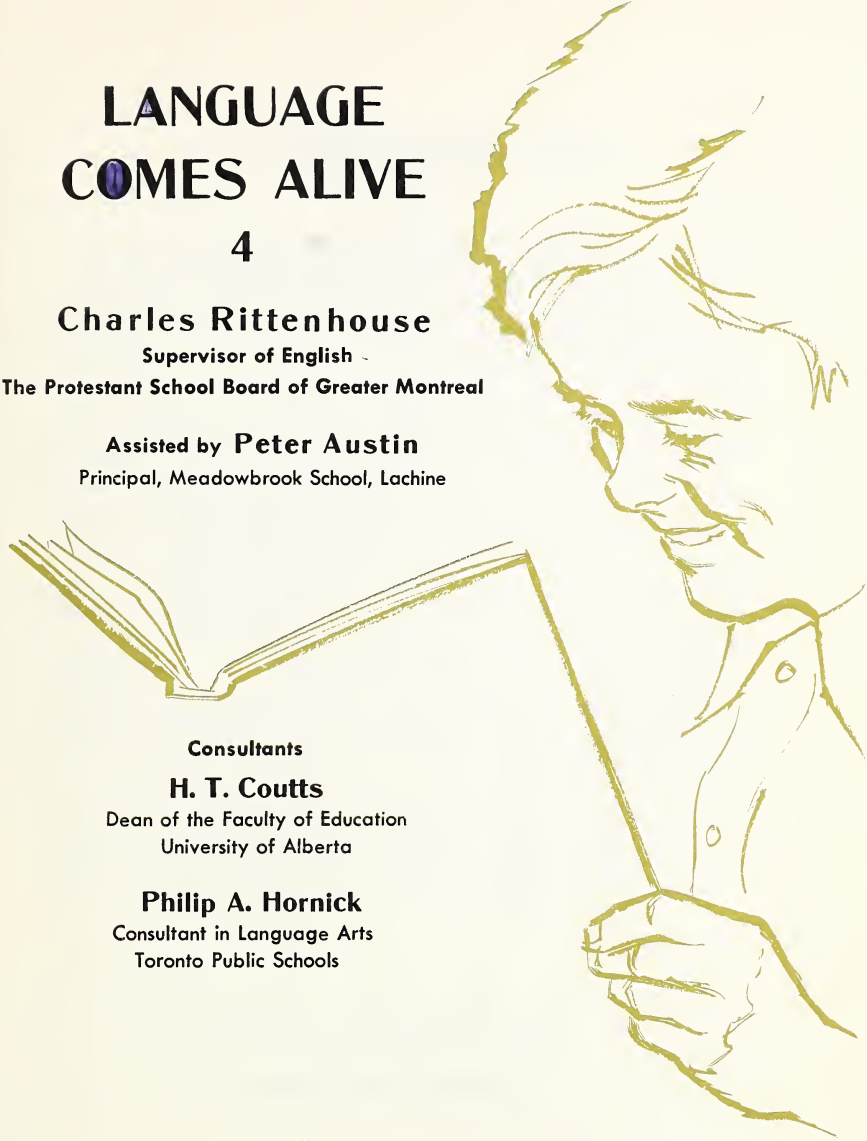
with the encouragement and co-operation
of The Protestant School Board of
Greater Montreal

LANGUAGE COMES ALIVE

4

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FOREWORD TO TEACHERS

Arousing the child's interest in language and stimulating and directing his practice are the main aims of this text.

Every unit is intended to motivate composition, oral or written, practical or creative, and to develop freshness, clarity, order, variety, rhythm, and accuracy in expression. In general, the stimulus has been provided by including a wide variety of composition topics, accompanied by questions and vocabulary study designed to recall experience and to set the pupil's imagination to work. You will probably welcome some methods, modify others, and discard any that you cannot adjust to the needs and interests of your particular pupils.

Specific language skills are usually taught here in direct relation to the writing or speaking activities that precede or follow. This has meant the examination of more than five thousand compositions during the preparation of this one text, a task that was considered necessary to give meaning to the formal work. As a result, emphasis is given to such items as *sentence recognition, number, tense, the use of vivid verbs,* and *repetition,* and to exercises in *proof-reading* and *reasoning.* This method and emphasis have been achieved without diminishing the "coverage" of mechanics and usage appropriate to this grade level.

The units attained their final form after four years of experimental work in the Grade Four classes of Greater Montreal. In 1957-8 a trial edition was used in twenty-eight classes in Montreal and Toronto. The present revised text is the result.

H. T. Coutts

A NOTE ON CORRECTING

1. The success of your language programme will depend among other factors on the opportunities you give your pupils to write and speak, the enthusiasm you convey, the interest you take in their work, and the care and sympathy you show in your correcting.
2. Remember that communication is the whole point of speaking and writing.
3. Maintain the integrity of the child's style. Point out confused, inaccurate, or repetitious expressions, give advice, but be reluctant to set your own imprint on his page. You may have to make certain "improvements" in the manuscript but keep them to the minimum. *Discussion is far more effective than red ink.*
4. Give praise warmly when praise is deserved. Be especially appreciative of signs of effort and progress.
5. Try to imbue your pupils with such pride in their work that neatness and careful handwriting will be essential.
6. It is unnecessary to point out errors on all compositions handed in, particularly if they are unsolicited or extras. Nevertheless, pupils must realize that they have an obligation to their readers and that all writers, no matter how expert, revise and rewrite.
7. Be guided by the objectives of each unit in determining what errors to note for special attention.
8. The more able and confident the child the more correction he can take, so long as he feels you are on his side. Adjust your standards to the ability of the pupil. Let the capable child assist the struggler with his proof-reading and editing on occasion.
9. Give the child every suitable opportunity to edit his own work. When an error is the result of carelessness or one that he should be able to correct himself, indicate only that some change is necessary. Do not make the change for him.
10. Teachers usually judge a composition on the basis of its freshness, diction, sense of form, general accuracy, neatness, and effort.

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LANGUAGE COMES ALIVE

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Approved for use in the Schools of the Province of Ontario

The unit provides an introductory review to help you give training in —

(a) recognizing "short" and "long" sentences;
(b) using a capital letter to begin a sentence;
(c) using a period, question mark, or exclamation point to end a sentence;
(d) combining sentences to form a unified paragraph;
(e) keeping records.

An effective way to begin your programme is to read to the class interesting examples of writing by former pupils. This will demonstrate that children's writing can be real, entertaining *communication.* It may even possess *lasting* interest to readers.

The introductory story about "Oscar" and the authentic examples are illustrations of this method. If you choose to use the material, treat it as a reading lesson. Better, of course, would be your own material in your own situation. The explanations and stories in this book are not meant to be prescriptive.

Most children should be encouraged to start writing on their own within a day or so of school opening. (See *September Suggestions* and *Extras for Oscar.*) With some classes you may prefer to start with a co-operative composition written on the board. *Do not correct the first efforts of the year.* Comment as favourably as possible and read interesting excerpts to the class.

Do not expect all children to show skill at sentence recognition at this stage. *This and all important points of mechanics are reviewed frequently throughout the text. There is no need for more drill than is given here.* Improvement will come gradually as the pupils work through the units.

Unit One

You Meet Oscar

"This afternoon," thought Janet Scott, skipping back to school after lunch, "we'll find out who Oscar is." "Oscar" was the gold name on a large scrapbook belonging to Miss Johnstone, Janet's new teacher in Grade Four. She had shown the book to the class on the first day of school and explained that it was "very special".

"Oscar," Miss Johnstone had said, "is worth more to me than jewels." But she wouldn't open it; no, and she wouldn't tell who or what Oscar was. "Tomorrow," she had promised, shaking her head and smiling when the children had begged.

Now the time had come. Along with her classmates Janet entered the classroom, took her seat, and waited, her eyes bright with excitement. Miss Johnstone rose and moved to the front of her desk.

"I wonder," began Miss Johnstone, still not opening the book, just holding it as if it were something precious, "I wonder what kind of book could be worth more than jewels to me. Maybe it *is* a book of jewels!" Slowly — oh, so slowly — she opened Oscar.

"Why," she went on, "here is a story signed *Anne Fisher*. Anne was a small girl with butterfly hair clips who was in the first Grade Four class I ever taught. She

is a young lady now and is studying to be a nurse at the General Hospital." Miss Johnstone turned almost to the back of the book: "Here is a report by *Carl Taz.* Carl could speak hardly a word of English when he came into Grade Four last September."

Miss Johnstone looked up: "Whenever one of you writes something of which you and I are proud, you may paste it in Oscar. Next year, and in the years after that, other children coming into this classroom will be able to read your work and see your name written below it. If you try hard enough, every one of you can get into Oscar, for he is waiting to receive the very best work that you can do. Yes, this is my book and your book, *the book we write together.*"

Some Stories and a Poem from Oscar

Which of these do you like best? Later on this year YOU may do even better. Oscar is waiting for the day when you hand in something that will make the class proud of you.

SPACE SLED

Whee! Here I go whizzing along on my space sled through the clouds. I'm on my way to visit a family of silver mice who live on a moonbeam. Once every enchanted night I visit these creatures. Here's where I'm parking my sleigh. Oh, no! It costs one angel's hair to park? Well, that's too much. Crash! I'm falling, falling. A golden dove has caught me and is carrying me back home. Too bad! Now I have to wait for another enchanted night.

Frances MacNider

VIEW FROM A ROCK

My favourite view is seen from a rock at our country home at Lake Louisa. I usually go there at night when the sun sets in the sky and reflects in the water with all its lovely rainbow colours. I often take my dog with me. We huddle together and enjoy it so much that we forget the time. Doggie and I watch darkness follow dusk. Then I paddle home on the glassy lake. We crawl into bed and dream of the day we have had.

Karin Weibusch

CHRISTMAS IS COMING

Now winter comes upon us with its short days and its crisp, cold air. This is the time when we begin to date everything by Christmas. "I will do so and so after Christmas," we say, or "Wait until Christmas comes and then you'll see." We are very busy making presents for Father and Mother and have not much money to spend on ice cream or candy or the skating rink, because we are saving every penny. Christmas holidays, Christmas cards, Christmas parties, Christmas trees, Christmas music — what lovely things they all are! We would not give them up for anything. Each day in the year brings us many good things, but Christmas is the most wonderful day of all. "On earth peace, good will toward men."

David Steel

NINE CANDLES ON ME

I'm supposed to be "Helen's magnificent cake". That's the way the old baker put it and he should know. I came into this world only yesterday and am quite enthusiastic about it.

Here I am, sitting on the table, but where's the birthday girl? Oh, there she is, greeting her friends. Now she's opening her splendid gifts. "Ohhh . . . !" she exclaimed, as she unwrapped an exquisite doll. Now they are sitting down at the table and Helen's mother is lighting my candles. . . .



Whoosh! Say, she almost blew me off the table. Out go my candles, and my, it's a bit chilly. Oh, . . . oh, dear me! They're cutting me up! Life is so short. Farewell, cruel, cruel world!

Nomi Berger

CONTRASTS

Spring is here, but melting snow
Very slowly seems to go.
Pussy willows are in bud,
While we slosh about in mud.
Now we catch a little scent
That the warmer winds have sent
From the south where robins rest
On their way to build a nest.
People wearing lighter clothes
Shiver when the March wind blows.
Though buds are slowly peeping through,
Spring brings snowflakes sometimes, too.
Spring's not always bright and gay,
But still . . . we have more time to play!

Gail Blackwood and some of her classmates

HOW OFTEN DO YOU PRACTISE?

Could you become a good skater just by standing on the edge of a rink and watching? Of course not. If you wish to be a skater, you have to lace on your skates and stumble out on the ice. It is the same with writing and speaking. You must practise. Keep a special book or *file* of all the compositions you do this year. A large envelope or folder will do. See if you can collect at least eighteen examples of your work. Some children will file many more. Look for the *Extras for Oscar* to do in your spare time or at home. You might like to start with one of these —

September Suggestions

LONELY CAMP (OR PLAYGROUND, BEACH, COTTAGE, ETC.)

What is the summer camp thinking about now that all the children have gone home? Maybe he is tired (why?) and welcomes the rest and quiet. What has happened to the tents, cabins, boats, and diving raft? What does he remember most about the long, happy summer? Does he look forward to next vacation time?

If you wish, use this opening sentence: They had all gone now, all the happy children, and the camp was left alone on the cold shore.

PACKED AWAY

What does your bathing suit (or swimming trunks) think about when she is stored away for the winter? Where is she packed? Does she like the smell of moth balls? Does she enjoy the darkness and stuffiness after all those days in the open air and bright sunshine? What does she wish?



Puzzled Puppy

When his young master (name?) set out for school on opening day, Blacky was very puzzled and unhappy. Why? How do puppies look and act when they are upset? What did he do by himself? Was it fun? Where did he finally find comfort or company?

If you wish, use this opening: Poor Blacky stood forlornly on the window ledge and watched . . .

You may tell this story as if you were the puppy talking.

A Vote for Autumn

Answer each of these questions in a sentence to make a short composition.

In winter what can you do that is fun? When spring comes, what pleasant things happen? What good times

does summer bring? Why do you think that autumn is the best season of all?

If you don't like autumn best, change the sentences to suit yourself. Put your favourite season last.

PROOF-READING

Good writers always check very carefully everything they write. Over and over it they go, often reading aloud, trying to find places where the words don't *look* or *sound* just right. Reading in this way to find and correct mistakes, or to make what you have written sound better, is known as PROOF-READING.

Good writers are also *re*writers. They prepare a rough copy, proof-read it, write it again, proof-read the second copy, and *then* hand it in.

CAN YOU RECOGNIZE A SENTENCE?

Which of the following groups of words are *not* sentences. Why?

1. Miss Adams our new teacher.
2. Miss Adams is our new teacher.
3. With brown eyes and curly hair.
4. Has brown eyes and curly hair.
5. We all like Mr. Roy.
6. He is a pleasant caretaker.
7. He is a pleasant caretaker with blue eyes and greying hair.
8. Next to the boiler room.
9. He has a small office.
10. He has a small office next to the boiler room.

Four of those groups of words do not make sense all by themselves. They are not *complete.* More words have to be added. They are just groups of words, not sentences.

The other six make sense. The ideas are finished. *They express a complete thought.*

Tell the class your answers to these questions. Answer in sentences.

What do you like to do in your spare time?
What is your favourite sport or game?
What was the longest journey you ever took?
Where do you usually spend the summer vacation?
What is your favourite plaything?
What was the last book you read?
What is your favourite food?

EXERCISE 1 (oral): Sentence Recognition

Eight of these are sentences. The others are just groups of words. Why?

1. All the children had gone.
2. They had all gone back to school.
3. Back to school again.
4. No one played on the swings.
5. And the empty sandbox.
6. The sandbox was empty.
7. No one was playing on the swings or in the sandbox.
8. All the mothers with their little babies.
9. Because it was cool outside.
10. They stayed home because it was cool out.
11. The playground was lonely.
12. When September came.
13. When September came, the playground was lonely.

EXERCISE 2 (written): Sentence Recognition

Only five of the following groups of words are sentences. Which are they? Write the numbers only.

1. My name is Jimmy Briggs.
2. I am in Grade Four.
3. At Parkland School.
4. I live in an apartment.
5. On Windsor Avenue.
6. With my mother, father, and little brother.
7. In the winter time.
8. I like to skate.
9. And ski with my friends.
10. Would you like to be my friend?

As you were reading those groups of words, you must have noticed that some of them could be joined. No. 3 (*At Parkland School*) could be added to the sentence in No. 2 (*I am in Grade Four*) to make a longer sentence:

I am in Grade Four at Parkland School.

Read all the groups aloud to show how some groups are joined to others. Pause between sentences.

LONG SENTENCES

Which way would you read these examples, as two short sentences or as one long one? Does the idea come to a stop, or does it "go on" into the next part?

Count three silently wherever it says *Stop*.

1. (*No stop*) I had the whooping cough I was four years old.
   I had the whooping cough (*Stop*) I was four years old.

2. (*No stop*) I had the whooping cough when I was four years old.
   I had the whooping cough (*Stop*) When I was four years old.
3. He changed into his best clothes (*Stop*) And came downstairs.
   (*No stop*) He changed into his best clothes and came downstairs.
4. She always drinks a cup of milk (*Stop*) Before she goes to bed.
   (*No stop*) She always drinks a cup of milk before she goes to bed.
5. (*No stop*) She always drinks a cup of milk at nine o'clock then she goes to bed.
   She always drinks a cup of milk at nine o'clock (*Stop*) Then she goes to bed.

EXERCISE 3: Writing Sentences

Use one of these ideas or an idea of your own. Tell what happened in two or three sentences.

1. last night . . . coming home . . . caught in a storm . . . strange house . . . pleasant lady . . . phoned home
2. today . . . new pupil . . . our classroom . . . no friends . . . recess . . . felt lonely . . . made a friend
3. yesterday . . . white mouse . . . matchbox . . . in desk . . . arithmetic lesson . . . mouse escaped . . . excitement . . . mouse caught

EXERCISE 4 (written): Sentence Recognition

If the following is a sentence, write *Yes*. If it is not a sentence, write *No*. If there are really two sentences,

write *Two*. Number your answers. Do not write in this book.

1. The canoes were all stored away.
2. In the old boathouse by the dock.
3. Everything was very peaceful the wind rustled in the pines.
4. This year we have a new arithmetic book and a big fat reader.
5. We all like our teacher her name is Mrs. Ellis.
6. I am going to a new school which is only three blocks from home.
7. When the class goes to gym.
8. Yesterday in school we made a book chart and pinned it to the display board.
9. While the mouse was running around the room.
10. He let me ride one of his horses.
11. Dad and I paddled across the lake.
12. One night when Dad and I paddled across the lake, a muskrat swam right in front of our canoe.

SENTENCE SIGN POSTS

Read this story aloud just as it is written; then read it again very carefully, stopping for a count of three at the end of each sentence. What are the *seven* words that follow the stops. What do these words need?

On the way home from Wolf Cubs last night I heard a clap of thunder big black clouds were gathering in the sky suddenly it started to pour little pieces of hail began to pound my back they hurt so much I almost cried as fast as I could I ran for home mother was waiting for me at the door she was very glad to see me and had warm pyjamas all ready.

Stop Marks

Every sentence, as you know, must begin with a capital and end with a stop mark.

These next sentences don't all end with the same stop mark. Why?

YOU: *(Meeting a strange boy)* What is your name?

HE: My name is Soomi.

YOU: What a funny name that is!

HE: It is an Indian name. I come from India.

YOU: Is India a big country?

HE: There are twice as many people living in India as in all of Canada and the United States.

YOU: My goodness, I never knew that!

> *Sentences that tell something end with a period.* (.)
>
> *Sentences that ask a question end with a question mark.* (?)
>
> *Sentences that would be spoken in an excited or surprised way end with an exclamation mark.* (!)

EXERCISE 5 (written): Stop Marks

Write the last word of each sentence and the mark that should come after it.

1. I was glad to be home again
2. How glad I was to be home again
3. Are you glad to be home again
4. Can't you speak, little boy
5. The little boy didn't speak

6. Don't you dare speak a word
7. Who brings all the mud into this house
8. Just look at that filthy mud
9. Little Jerry tracked mud right across the kitchen

MAKING FRIENDS

DAVID: Hello. You are new around here.

HARRY: We moved in yesterday. What is your name?

Continue the conversation. End it by having someone call one of the pair to lunch. If you wish, change the speakers to girls, puppies, kittens — anything you like.

Remember to use periods, question marks, and exclamation marks where necessary. Do not use quotation marks or write anything but the words of the speakers.

Write neatly and carefully so that someone can read the little play with you later in front of the class.

MY MYSTERY FRIEND

A Game

On a loose sheet of paper write three or four sentences about one of your classmates. One of the sentences must be a question.

Don't mention his or her name.

Make sure each sentence begins with a capital and ends with the proper punctuation mark.

Choose a pupil to draw and read the first riddle. The pupil whose paper is drawn will have the next turn. The class will try to guess who the mystery friend is.

Be sure to write neatly and carefully so that your classmates can read your sentences. Sign your name.

Examples:

My mystery friend is a cheerful boy with brown hair and eyes. Right now he is wearing a striped yellow shirt and grey trousers. He brings his lunch to school. Do you know who he is?

Who do you think my mystery friend is? Every morning she rides to school with me in my father's car. She likes to wear blue hair ribbons and a white blouse. This is her first year in this school.

Place the title, *My Mystery Friend,* at the top of the page in the centre. Be sure to give *Mystery* and *Friend* their proper capitals. Underline the title.

Your teacher will show you how to leave a *margin* (What is that?) and how to *indent* the first word of the first sentence. (What does *indent* mean?) Should you indent every sentence? Why?

When you have finished, you will have written a *paragraph.*



Extras for Oscar

Write a little story for your friends, telling them what you did during the summer vacation. Choose one of these topics, or make up one of your own.



Exploring

What — a shore line, a trail, an empty cabin, a cave, an island? What did you find?

Playing in the Sand

What are you good at building? Do you use anything besides sand? How do you do it? What usually happens to it?

Going to Town

Why is it fun to go shopping during the summer in a strange town or shop? Did you bring home anything interesting?

Summer Friend

Where and how did you meet him? What was he like? What did you do together? Were you sorry to say good-bye?

STOP AND GO

Young writers often use a comma (,) instead of a period at the end of a sentence. Remember:

The red light period says, "Stop. This idea is finished."

The green light comma says, "Go on, reader. This idea isn't finished yet."

The word *and* is like a comma. It says, "Go on."

Study these examples and then do the exercise that follows:

Right: My sister is two years old. She likes to play with my toys.
Wrong: My sister is two years old, she likes to play with my toys.

Right: My sister is two years old and likes to play with my toys.
Wrong: My sister is two years old. And likes to play with my toys.

Right: Billy fell down stairs. He broke his arm.
Wrong: Billy fell down stairs, he broke his arm.

Right: When Billy fell down stairs, he broke his arm.
Wrong: When Billy fell down stairs. He broke his arm.

EXERCISE 6 (written): Use of Periods and Capitals to Mark Sentences

Write *Right* or *Wrong* after the number and letter. Do not write in this book.

1.(a) My best friend is Billy Myers, he lives next door.
(b) My best friend is Billy Myers. He lives next door.

2.(a) We like to visit each other and watch TV together.
(b) We like to visit each other. And watch TV together.

3.(a) When I had the measles, he caught them too.
(b) When I had the measles. He caught them too.

4.(a) We are almost like twins, we were even born in the same month.
(b) We are almost like twins. We were even born in the same month.

STORING WORDS

Autumn is the time when animals and people are storing food for the winter. You too should be storing food, food for thought. If you want to speak and write in a clear and interesting way, you will need a storehouse packed with *words*.

The best way to fill your storehouse is by *reading good books*. Keep a record of all the extra books you read at home and during spare time at school. All you need to note are *the title*, *the author*, and *the date* when you finished; like this —

The Story of Freginald, Walter R. Brooks, September 16

If you wish, you may also write a sentence or two about the book.

See if you can list at least eighteen books read between now and June. You may start right now by recording the last book you finished. Who was the author? Can you find out?

Don't wait until next month. Get started NOW.

SENTENCES IN PARAGRAPHS

A paragraph, as you know, is a group of sentences *all about one thing*. Paragraphs are meant to be read; there-

fore, it is up to the writer to make them readable. Every sentence must be marked by a capital letter and a stop mark.

These next paragraphs do not give readers the help they need. Where are capital letters and stop marks needed? Read the paragraphs aloud quietly. Let the ideas help you to find the stopping places. Write the first two words of every sentence.

1. there lay my watch at the bottom of the lake it was too deep for me to reach and I couldn't dive would it be ruined I ran to get help my big brother and two of his friends spent an hour diving for it at last they brought up my precious watch (6 sentences)
2. have you ever seen a moose outside a cage I saw a big one this summer while we were motoring to Vancouver he was knee-deep in a river and munching something when we got out of the car to see him better he didn't budge he didn't even bother to look at us maybe he was bored with tourists staring at him in the Banff National Park (6 sentences)
3. at the fair this summer I was all pop-eyes I waited impatiently for everything to start at last the lights flashed on and the band began to play my heart beat quickly as some lovely ladies rode in on ponies every act seemed better than the last one when the tightrope walker was jumping gaily on his rope I thought he would fall any minute I just couldn't tear my eyes away from the dancers when it was all over I felt very sad (8 sentences)

WRITING A PARAGRAPH

Choose one of these topics. As you write your paragraph, check to make sure that your sentences are properly marked. Write about one thing only.



Picnic in the Backyard

Who came? Did your mother provide anything special to eat or to play with? Did any youngsters, younger than you, come around to watch?

Seen on Tour

Did you visit some interesting tourist spot this summer? Describe it and tell what you did there.

Country Topics

At the Fair, Milking Time, Gathering the Eggs, Feeding the . . . , Swimming Hole, Cow Dog, Berry Picking, Farm Pet, Watching the Trains Go By

City Topics

At the "Y", Camp in the City, Sunday School Picnic, Hot Day Hosing, They Couldn't Find Me, Lemonade for Sale, Watching the Builders, Our Garden, Poor Old Dog

The purpose of the unit is to review the objectives of the previous unit and to give training in —

(a) using capital letters for specific names, titles, and the word *I*;

(b) proof-reading to detect omissions and inversions;

(c) keeping a record of spelling errors;

(d) doubling middle consonants;

(e) editing run-on sentences and avoiding the unnecessary use of *and, so,* and *then;*

(f) using the correct number: *is — are, was — were, don't — doesn't.*

The interview, as illustrated in the *Danny* story, is a popular conversation activity that can be well motivated at this time of year. However, the only part of the story that is essential to the unit is the series of questions used in the fictitious interviews. These will help children to "get ideas" and to arrange them in order when they come to the main assignment *Introducing Me.* Four or five of the questions, well answered, should lead to an adequate and interesting paragraph.

The language items introduced in this unit and all the exercises on mechanics and grammar are very closely related to the composition assignments. They were, in fact, selected and developed after a study of about five hundred Grade Four compositions on the given topics.

The *Hidden Jokes* exercise is used several times in the text to provide a practical form of sentence analysis. Through an examination of authentic juvenile confusions, children may be led to proof-read and edit their own constructions more thoughtfully. You should use further examples from their own writing.

Unit Two

You Introduce Yourselves

"They aren't friendly at all," thought Danny Arnold as he slumped into his seat after recess. His classmates were chattering happily to one another. They did not pay much attention to a newcomer during his first day in school.

By now Miss Johnstone had entered the room and her glance came to rest on Danny. "Well, Danny," she said with a smile, "it's about time we knew one another better. Let's get acquainted the way they do on TV." She went to the board and started to write.

"What's coming now?" Danny wondered, as all eyes turned on him.

Miss Johnstone was speaking again as she wrote. "I thought," she said, "that we might interview one another for Danny's sake. Janet, what is an interview?"

Janet Scott, who sat directly in front of Danny, explained that an interview was a conversation between two people. One asked questions and the other answered.

"Good girl," continued Miss Johnstone. "Here are a few questions that might help us get started." On the board she had now written:

Where and when were you born?
How many are there in your family?
Do you remember one amusing or exciting thing that happened to you when you were little?

"Can you think of any other questions you might ask?" Miss Johnstone inquired of the class. As ideas were suggested, she wrote them on the board.

Have you lived anywhere except in your present home?
What was your first school?
Who is your best friend?
What do you like to do together?
How do you entertain a young visitor in your home?

"Gerald, would you like to start? Choose somebody to interview." Miss Johnstone arranged two chairs facing the class. "We'll do it seated, as they do on TV."

Gerald, a cheerful youngster with a broad grin, chose a boy named Peter and they took their places. At first they were inclined to giggle, but when Miss Johnstone said firmly, "Come on, boys, or we'll have to turn to another channel," they settled down.

Two girls followed and then another pair of girls. When they had finished, Miss Johnstone sighed, "We'll never get around the class before lunch time. Poor Danny won't learn about the rest of us. I think each pupil had better write a paragraph telling about himself. Danny can read them all and then he can read his to the whole class."

Soon everybody was busy at work.

That noon when Danny reached home, his mother asked him, "How was school? Did you make any new friends?"

"Thirty-five," crowed Danny, "and I brought them all home for lunch."

"Danny, you didn't!" cried his startled mother.

"Here they are," said Danny with a happy laugh, "right

in my schoolbag." Onto the kitchen table he dumped thirty-five sheets of paper. Each one was a short paragraph bearing the title *Introducing Me to Danny.*

WRITING A PARAGRAPH

Write a paragraph about yourself, giving it the title *Introducing Me.* Write it for somebody you don't know very well. The questions Miss Johnstone wrote on the board may be of help to you. *Don't try to answer them all.* Write it first in your practice book.

Here are some words you may want to use. Note the spelling and capitals.

family, friend, Uncle Ted, my mother and father, cousin, my grandmother, brothers, sisters

hospital, the doctor, Dr., baby, infancy, early childhood

Kindergarten, Parkdale School, teacher, Miss, principal, Mr., Grade Four

apartment, Avenue, Road, Street, Ottawa

summer camp, seashore, country, mountains, Lake Echo

Wolf Cubs, Brownies, Sunday School

hockey, baseball, skipping, swimming

model, collection, drawing, painting

Proof-reading Your Work

Did you forget any periods, question marks, or exclamation marks?

Did you forget any capital letters?

When you have checked your paragraph carefully, copy it in your composition book or on the paper your teacher gives you. *Proof-read it again.*

Remember to —

1. place it tidily on the page,
2. use margins,
3. indent the first word of the paragraph.

Maybe you could use a photograph of yourself to go with this introduction.

A Bag of Samples

1. Nothing very much has happened to me. I have lived all my life in the same home on Royal Avenue and have always gone to Parkland School. My best friend is Billy Foster who lives next door. We play on the same team in Pee Wee baseball. I do pretty well in school. If you come to see me, you can play with my football.

2. Can you guess where I was born? It was over a store in Hamilton, Ontario. Mother says I was a very naughty baby. Once I threw some water out the front window on some people walking below. We have moved twice and Parkland is my third school. I have no brothers or sisters and like best to play with my collection of toy farm animals. Would you like to see them?

3. When I was a baby, I was so small that my sister, who was four, could lift me. We grew up on Haig Avenue. That's a long way east of here. My best friend is Beverley Freeman. We were friends when we began school. In Grade Two I moved to Parkland School and Beverley came right along. If you would like to play with me, just phone HU 1-9718 and I will tell you where I live.

Which of those samples do you like best? Why? Notice that —

1. Each writer gave some really interesting information about himself.

2. The writers used *and* only when it helped to make a good sentence. Find the sentences where *and* is used. Did any writer use it more than twice?

3. Nearly all the sentences in each paragraph begin with a different word. None of the writers used *I* more than twice to begin sentences. Find the three that start with *When* and *If*.

CAPITAL LETTERS

Would you like to see your name spelled like this — billy evans, janet scott? Why?

Names look rather small and unimportant without their proper capitals. Look at these —

Billy Henderson, ann clark, Elm Avenue, oak street, Monday, tuesday, September, october, Christmas Day, new year's day, Mr. Smith, miss Johnstone, canada, canadian, Parkland School, Victoria school.

Write correctly the names on the above list that are in need of capitals. Note that some of them, like your own name, have two or more words.

All special names must begin with a capital.

Keep an Eye on "I"

The word *I* is always written with a capital. There is no reason for this except that big *I* stands out more than little *i*. *I* wants to seem important.

Mother and Father and Others

Words like *mother, father, uncle, grandmother, doctor* are capitalized only when they are used as names. They are names in these sentences:

I love to visit Grandmother.
I asked Mother if I could go.
I told Dad what I had done.
We always go to Dr. Riley.

But they are not names in these sentences:

I love to visit my grandmother.
He asked his mother if he could go.
They told their dad what they had done.
We go to the doctor when we are sick.

Titles

A title is really a name; therefore, when you write the title of a composition, you will need to use capital letters. Writers usually do not use capitals for less important words like *a, the, and, to, in, of, from,* unless they begin a title.

Write these titles:

my home, the wind and I, fun on a rainy day, introducing me to you

MY IMAGINARY PLAYMATE

Pretend that you have an exciting new playmate whose name is ..... Write about him as if he were real. Answer some of these questions:

Where did he live before he came to your neighbourhood? What is his address now? What does his father do? (Perhaps Mr. ..... is a pilot, a lion hunter, or a famous athlete.) Why is it fun to go visiting at your new friend's house? What does he show you? Where is his mother going to take you this Saturday?

You might begin like this: I want you to meet a wonderful new friend of mine. His name .....

When you have finished, check your story very carefully. Did you use capitals for —

1. the title,
2. all names,
3. the first word of a sentence,
4. the word *I*?

EXERCISE 1 (written): Use of Capitals

In this paragraph twenty words have been written without their proper capitals. Find these *twenty* words and write them properly.

> I was born in calgary, alberta, on wednesday, april 23, 1950. as that is saint george's day, I was named george, but my friends call me shorty. when i was four, my mother and I moved here to live with grandfather on lakeshore drive. I have always gone to summerlea school and like it very much, especially my new teacher, miss morris. would you like to play in the treehouse in my backyard?



The Young Editor's Desk

You have been an author; now for a while you will become an *editor*. When a person *edits* a story or a book, he proof-reads it very carefully to find slips or errors. He corrects these, and very often he makes other changes.

In your paragraph *Introducing Me* or *My Imaginary Playmate* —

Did you leave out any words or parts of words?

Did you misspell any easy words?

EXERCISE 2 (oral): Careless Slips

The writers of the following sentences did not proof-read very carefully. What corrections would you, as editor, make?

1. When I was promoted to Grade Four, I found new friend named Linda Woo. Linda is nine years old and has shiny black, for she is a Chinese girl.
2. When I went to Terrace Bay, I saw many animals that never had seen before.
3. There was nothing amusing in my childhood that can remember.
4. The first day I started to walk I boke a window.
5. The hospitl I was born is in Halifax.
6. I have live there the rest of my life.
7. I broke my leg a hurt my arm. The took me to a clinic.
8. We like to play house in her playroom. When we fish, we do our homework.

9. The only gril I new when I frist came here was Polly.
10. We use to sit beside each other in school.
11. I do no remember anything interesting that happend when I was little.

One Time Spellers

A One Time Speller is a pupil who seldom makes a mistake in a spelling lesson, but who misspells the very same words when he has to use them in his regular writing. Are *you* a One Time Speller?

To help yourself become an Every Time Speller, you should keep a list of the common words you misspell in your daily work. By studying this list from time to time, you will keep reminding yourself of the words you should watch for when you are proof-reading your work. In a few months you should be able to spot the trouble-makers. *There is no better, easier, or shorter way to become an Every Time Speller.*

Double Trouble

If you study the words given below, you should learn something that may help you with your spelling. Some of the words contain a letter that is doubled; the others do not. Can you tell why?

1. The lame bird was *hopping* on one foot, *hoping* the cat wouldn't see him.
2. The goal keeper *tapped* on the ice with his *taped* hockey stick.
3. We had *dinner* in the *dining* room.
4. The water was *slopping* around on the *sloping* dock.
5. When we had all *filed* in, the Assembly Hall was *filled.*

EXERCISE 3 (written): Doubling Consonants

Add *-ing, -ed, -er,* or *-en* to the word left unfinished. Double the consonant if necessary.

Number your answers. Don't write the whole sentence.

1. Have you been get..... enough sleep lately?
2. He trip..... on the rake.
3. Mother has stop..... eating candy.
4. The fox has hid..... her babies in a secret den.
5. The squirrels are hid ..... their nuts.
6. We'll have lunch in the din..... room today.
7. You can't go swim ..... in the lake now.

EXERCISE 4 (oral): Using Capitals and Periods to Mark Sentences

Are the following sentences correctly marked or do you need to edit them?

1. I have a brother named George he is in Grade Six.
2. As I was going to the lake, I slipped on a rock and cut my leg badly. I had to have seven stitches.
3. My best friend is Alice Anne, she has known me ever since I was three years old.
4. There are three in my family. My mother, my sister, and I.
5. Once my aunt came for dinner, I had baked cookies.
6. When she bit into one, there was a button in it, I don't know how it got there.

Runaway Horses

Sentences are like horses, and capitals and periods are like the reins. Some horses trot along peaceably, liking their harness. Others, wilder ones, only want their riders to drop the reins so that they can gallop away.

Here is a runaway sentence. Where would you, as editor, pull the reins?

Before

> Once when I was on the farm my cousin and I went into the barn and the old nanny goat came charging at us with all her might so we started to run for the fence my cousin got over but I was slow so the goat butted me right over the fence and I couldn't sit down for two days.

Editors are always suspicious of the two little words *and* and *so*. Sometimes they make sentences run away. If you remove a couple of the *and*'s and *so*'s in that sentence and put in periods instead, you will have the runaway back in harness. This is how it would trot:

After

> Once when I was on the farm, my cousin and I went into the barn. The old nanny goat came charging at us with all her might. We started to run for the fence. My cousin got over but I was slow. The goat butted me right over the fence and I couldn't sit down for two days.





EXERCISE 5 (oral): Editing Runaway Sentences

Read the following sentence aloud just as it is:

> The next day I met a little boy and he said that his name was Simbo and then I asked him if he would like to come to my house and so he came and we played games that was six years ago and I still know him.

Now read it aloud a second time, pausing between any new sentences you may want to make. It won't be necessary to do away with every *and*, only two of them. Is *then* really necessary there?

EXERCISE 6: Writing Sentences

Rewrite this runaway sentence as an editor would:

> One day my brother was minding me and I had my skipping rope and then he took it from me and ran across the street with it there was a car coming but I didn't know it so I ran out after him and the car hit me.

Write sentences using the following idea or one of your own. Do not use *and, so,* or *then* unless the word really helps.

> On Sunday . . . out for a drive . . . traffic jam . . . cars lined up . . . bumper to bumper . . . drivers got out . . . half an hour . . . moving at last

EXERCISE 7 (written): Using Capitals for Names

If all names have been properly capitalized, write C in your exercise book. Change any names that need editing in the other sentences. Number your answers.

1. We live in Somerset gardens.
2. I belong to the Lord Alexander Wolf cub pack.
3. My mother came to this country two months after I was born.
4. I was born in a hospital named St. Joseph's in London. It was a lovely place Mother told me.
5. When I was six, I entered Willingdon school.
6. I am a canadian now.
7. I am very fond of reading, and my favourite book is *Mr. Popper's penguins.*



Extras for Oscar

While you are writing one of these, ask yourself — Are any of my sentences running away like wild horses? Am I using *and*, *so*, or *then* too often?

MIDDLE ME, ONLY CHILD, THE YOUNGEST, THE OLDEST ONE, ONE AMONG MANY

Which of the above titles describes your place in your family? Are you glad to be what you are? Why? Are there any disadvantages? Would you like to change places with one of your brothers or sisters or with some other child?

Portrait of Me

Supposing you were lost, how might your mother describe to a policeman your appearance and dress? Give some idea of what kind of a youngster you are. What do you like to do? In what ways are you different from other children? You might start like this — *Lost or kidnapped, Billy Evans, 242 Niagara Avenue. He is a . . .*

My Thanks

Supposing your father asked you to say a little prayer before Thanksgiving dinner, what might you say? What have you to be thankful for at home, at school, as a child living in Canada?



The Queen's English

Many times during your life you have been told by your parents or teachers not to use certain words or expressions. Indeed, this very day somewhere in Canada someone will probably say to a nine-year-old youngster —

> "Please, Dear, don't say *I seen . . .* It's *He did*, not *He done . . . Brother*, Billy, not *brudder . . .* Always say *My father and I* not *Me and my father . . . Go-ING*, Darling, not *goin' . . .* It isn't *I have went*, it's *I have gone . . .* No, no, no! How many times do I have to tell you not to say *My bike is busted.* It's *broken.*"

And so on and so on.

When you pronounce your words properly and use them correctly, you are said to be using *The Queen's English.*

The Right Number

VOICE ON TELEPHONE: Hello.

YOU: May I speak to Jimmy, please?

VOICE ON TELEPHONE: Pardon me?

YOU: I'd like to speak to Jimmy, please.

VOICE ON TELEPHONE: Who?

YOU: Jimmy.

VOICE ON TELEPHONE: There's no Jimmy here. You have the wrong number. *(Hangs up)*

Using the Queen's English is like using the telephone. If you want to talk to a reader or listener, you must have the right number.

In your last paragraphs, for example, many of you wanted to talk about the number of people in your family. That number was often four or five. Which is the correct expression to use — There *are* four in our family. . . . or . . . There *is* four? Why?

The correct word is *are. Is* can be used only when you are talking about *one. Are* is always used for any number *more than one.*

For the same reason you should write —

One boy *was* right but four *were* wrong.

Billy *has* the football but the twins *have* the big yard to play in.

She *doesn't* like them because they *don't* let her play on their swing.

EXERCISE 8 (written): Number

1. What was at the end of your fishing line? Answer in a sentence beginning *There was . . .*
2. What did you see in the nest? Answer in a sentence beginning *There were . . .*
3. Does Blacky the pup like his bath? Answer in a sentence beginning *Yes, he . . .* or *No, he . . .*
4. Use these words in a sentence: *John . . . don't . . . the other boys.*

Complete these sentences:

5. In our basement there . . . a big playroom. Mother always . . . me take my friends there. Sometimes she . . . us cookies.
6. Mother and Father . . . gone to the movies. My sister . . . stayed home to mind the baby.

Hidden Jokes

The boys and girls who wrote the sentences that follow were not trying to be funny, but they said something ridiculous. What do you think they meant to say?

1. I have lived in two houses all my life.
2. My best friend is Carol Jones and her sister Ellen.
3. We have six people in our family and a maid.
4. I moved to three apartments.
5. When a visitor comes to our house, I show them my stamps.
6. When I was born, I was born in Ottawa.
7. I was born on the 22nd of February one night.
8. When I was two years old, it was the 24th of May.
9. I have a cat in Victoria. She used to be black and white.

OH, BY THE WAY . . .

Have you started that book chart mentioned in Unit One? What was the last book you finished? Have you made a note of it? Do you think your classmates would like it? Tell them about it.

Have you started to keep that list of your own spelling mistakes?

MAKING SURE

A.

Write correctly the *nine* words that should have capitals.

> I have always lived on ellen avenue and always gone to central park school. The only time I have ever been away from home was the summer I spent with my aunt in toronto. When I came home, mother showed me my new baby sister, sally anne.

B.

Use these words in a sentence. Make sure the words you add tell the right number.

1. all the dogs . . . fond of . . . postman
2. today . . . only twenty children . . . in our class
3. mother . . . the neighbours . . . give . . . flowers
4. Billy . . . the girls . . . don't want to play with
5. the little kittens . . . ball of wool . . . playing

C.

Should the following be written as one sentence or as two? In your practice book, write *one* or *two* after each number.

1. Last summer I spent two weeks at the Y. M. C. A. Camp for boys under ten.
2. My counsellor was Ted Furness he was a great joker.
3. He called me the Sunburned Shrimp but I didn't mind.
4. At the big bonfire he sang a funny song and acted in one of the skits.
5. If we didn't keep our bunks and belongings tidy he would duck us in the lake.
6. Our cabin won the pennant the first week Ted let me hang it on my bunk for one day.
7. Ted Furness is one fellow that I shall never forget.

EXTRA PRACTICE (if you need it)

A.

Write sentences in which you mention the following:

1. the name of a city or town
2. the name of a school other than the one you attend
3. the name of a park
4. the word "father"
5. the name of a street
6. a day and a month

B.

Write the *four* words that are in need of capital letters.

It is now the season when the leaves are falling to the ground squirrels are busily gathering nuts and all the robins have flown the sky looks lonely dead leaves blow about my feet a little sparrow sits in a bare tree and sings a last song to summer.

FAMILY STORY

Is there some story about you or one of your brothers or sisters that your parents like to tell? Did you do or say something funny? Did you get into some trouble or danger? When and where did it happen? Who was there?

As you write this story, remember to use the right number. Watch out for *and*, *so*, and *then*. Write good sentences, not runaway ones.

If you have no family story to tell, perhaps this picture will give you some ideas.



The unit provides review and gives training in —

(a) planning and writing stories;
(b) using vivid words;
(c) using an apostrophe;
(d) punctuating conversation (introductory);
(e) recognizing present and past tense;
(f) keeping to the same tense;
(g) proof-reading to detect common errors: *my father he, hisself, theirselves, leafs, of* for *off,* etc.;
(h) being courteous, audible, and to the point in group discussion;
(i) enunciating carefully, especially *ing.*

Children usually welcome a story assignment above all others. How can one sustain this interest and yet give essential guidance in matters of form and diction? How can one give necessary training in mechanics without sacrificing freshness? Only you can develop methods that best suit yourself and your class, but in this "ground-work" unit and in others to come you will find an approach that has worked. For variety's sake encourage capable youngsters to write about *Roly-Poly, Fanny Fieldmouse,* or *Peter Pigskin,* or on a topic of their own choice, instead of *Mickey Maple Leaf.*

In their stories many youngsters will want to and should use conversation. The punctuation of conversation is introduced here but there is no need for drill at this level. The skills will develop through practice and correction in creative situations.

The lesson in literature will provide you with many opportunities to draw attention to vivid diction. Teachers often have their pupils compile lists of particularly striking words and expressions that might be useful for creative writing. The most direct method is special vocabulary study preceding composition.

Unit Three

You Write Stories

AUTUMN MOOD

(To be spoken softly and slowly)

SOLO: A golden leaf is falling to the ground. . . .

GIRLS: Hush! . . . Hush!

SOLO: With just the faintest whisper of a sound. . . .

BOYS: Brush! . . . Brush!

SOLO: Leaves . . . and leaves . . . are *swirling* in a shower. . . .

GIRLS: Still! . . .

BOYS: Still! . . .

ALL: A golden rain . . (*Very slowly*) is falling on the hill.

"Autumn Mood" by Louise Abney from *Choral Speaking Arrangements for the Upper Grades* by Louise Abney. Published by Expression Company, Magnolia, Mass.

MICKEY MAPLE LEAF REFUSES

Mickey Maple Leaf sulked and pouted. The more he thought about what Father Tree had said that morning, the more rebellious Mickey Maple Leaf became. All summer long he had been a cheerful little fellow, easy to get along with, and a favourite with his brother and sister leaves. But today! Well, all his good nature had vanished the moment Father Tree had said, "Bedtime, children." Go to bed? Never! Mickey had made up his mind. He would refuse. He just didn't feel sleepy.

Miss Johnstone, who had been reading the story to her class, looked up. "How would you like," she asked, "to finish the story yourself? I wonder what would happen to a stubborn, fun-loving little leaf who refused to fall. Do you think he could get away with it?"

PLANNING YOUR STORY AND FINDING WORDS TO TELL IT

Group Discussion

When taking part in a group discussion, follow these rules:

1. Wait for your turn and do not interrupt.
2. Speak briefly and clearly so that everyone can hear.
3. Use your teacher's name and those of your classmates when addressing or mentioning them. A lady teacher is *Mrs. Somebody,* or *Miss Somebody,* not just *Miss;* a man is *Mr. Somebody* or *Sir.*
4. Try to speak the Queen's English. Remember that *ing* is pronounced differently from *in,* and that there are no such words as *jist, git, gonna, wanna, cancha, gimme,* and *lemme.*

Discussing Your Story

THE BEGINNING

1. Where was the tree on which Mickey lived? (It doesn't *have* to be in a forest.)
2. What kind of a little leaf was he? (You will find answers to that question in the part of the story Miss Johnstone read.)



3. Why did he refuse to fall? (Why would *you* like to stay up there?)
4. What do your parents say to you at bedtime?

THE MIDDLE

1. How would Mickey feel after he had waved good-bye to his brothers and sisters and found himself alone? What might he do?
2. What might the wind do to him? Can you think of any words besides *blew*? (lashed, whipped, any others?)
3. How did the wind do it? (furiously, cruelly. Can you think of other words?)
4. Can you think of another way of saying, "Mickey held on tight"? (gripped, clasped, any others?)

5. What would the frost do to the sturdy little fellow?
6. What might you say instead of, "Mickey got tired"?
7. Leaves *fall* to the ground. They also drift and tumble. Can you think of any other words?
8. Do leaves fall swiftly and with a thud like a nut? What about gen . . . or laz . . . ?

THE ENDING

1. If Mickey finally became too weak and exhausted to cling to his branch any longer, do you think he would be cosy and content in his bed on the ground? Why?
2. What might Father Tree say or do to bring his stubborn little son to his senses? Why *must* leaves fall?
3. Could Mickey be rescued or saved in any way?
4. What might happen to him so that he could live ever after?

NOW — WRITE THE STORY

Very many stories start with the name of the main person in the story. Your leaf might be called Betty Birchleaf (or some other name) if you wish. What was he or she doing, or how did he or she feel as the story begins? Proof-read every sentence carefully. Rewrite in your neatest handwriting.

Other Autumn Stories

ROLY-POLY

In his own words Roly-Poly, a pumpkin, tells how he became a jack-o'-lantern.

What kind of a fellow was he? Who carved him? Did

he like having his tender insides scooped and hollowed out? What kind of eyes, mouth, and nose was he given? Any ears, teeth, or extras? Where is he now as he tells his story?

Fanny Fieldmouse

Where and how did she find a comfortable home when the garden where she lived became cold and bare? Why did she like the new place? What games did she play in the rafters or . . . ? With whom? What did she spy one night while foraging? (*See dictionary.*)

(Mice scamper, scurry, scuttle, creep, dart, crouch, romp, rove, frolic, gnaw, peer, squeak.)



The Complaint of Peter Pigskin

Pretend that you are a football. Do you enjoy your life? What part of it do you like best? When does it hurt most? What was the worst game you were ever in? Would you like to take part in a Grey Cup game?

Possible last sentence: *There goes the whistle again* — OUCH!

Before You Hand in Your Story

Proof-read every sentence carefully. You may find that you forgot a little punctuation mark in such words as these:

Peter's head ached but he *didn't* complain.

Do you know why those words are written like that instead of like this?

Peters head ached but he *didnt* complain.

A NECESSARY MARK

Why is that little mark (') needed in these sentences?

Mickey's brothers waved good-bye.
He *didn't* want to go to bed.

That *'s* in *Mickey's* shows that the brothers "belonged" to Mickey. When something belongs to someone, we call it his *possession.* Which of the next words in italics need a mark to show possession? (*These are italics.*)

My twin *sisters* can wear my *mothers* shoes.
Fathers voice sounded cross when he spoke to my *brothers.*
Which of you *boys* hid this *boys* football?

The mark in *didn't* shows that a letter has been left out. *Didn't* is really *did not.*

On the board write the short forms for the following —

have not, could not, do not, I am, you are, you have, he will, it is, they are.

The next exercise tells you the name of the mark you have been using.

EXERCISE 1 (written): Using Apostrophes

Write correctly the *nine* words that need apostrophes.

Billys father was teaching him how to saw a plank, but Billy wasnt catching on very fast. "Dont push down so," advised his father. "Youre trying too hard. The saw will do most of the work if youll let it. Here, Ill show you." Soon Billy was grasping the saw firmly but without forcing. "Good," said his father. "Now youve learned how to relax. Its easy, isnt it?"

WHEN YOUR CHARACTERS TALK

If you used any conversation in your story, check it carefully. When you use *the actual words that someone has spoken*, you must follow these rules:

1. Place quotation marks (" . . . ") before and after the words spoken.

   He said, "It isn't fair."
   "It isn't fair," he said.

2. Place the commas and periods the way they are in the examples above.

3. Begin each speech, like each sentence, with a capital letter.

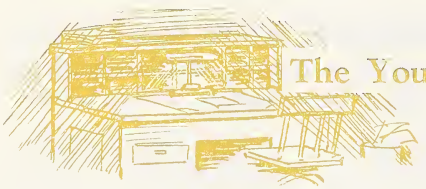
4. Put question marks and exclamation marks inside the quotation marks.

   "Ho, ho! The wind can't blow *me* down!" boasted Mickey.
   "What are you doing here?" roared the North Wind.

EXERCISE 2 (board): Writing Conversation

Tell your teacher how you would write these next sentences.

1. Father Tree said it's time you little leaves were in bed.
2. I like it up here and I'm going to stay declared Mickey.
3. why can't I stay up all winter asked the little leaf
4. aha shouted Jack Frost
5. the little leaf said that he wasn't afraid (Be careful with this one!)



The Young Editor's Desk

EXERCISE 3 (oral): Proof-reading and Editing; Common Errors

How would you edit these sentences? The number in brackets shows the number of mistakes that need to be corrected.

1. (3) Once there was a family of maple leaves they lived by theirselves in a big backyard.
2. (4) All of Mickeys brother's and sister's fell of the tree.
3. (5) Father tree said, "You must fall to the ground, Mickey. Like all maple leafs." His son still didnt want to go.
4. (7) Mickey he found it lonesome all by hisself after a while Mr. wind came and puffed and puffed he tried to blow the little fellow down.

5. (6) He puffed again and Mickey flew through the air, he landed beside the other leaf's, it was nice and cosy there. He settled hisself down in his bed.
6. (5) At last his Mother coaxed him into falling. And then after awhile a little girl she picked him up.
7. (4) Mr. North wind said, "Today I'm going to blow that little show-off down, he is just too stubborn.

EXERCISE 4 (board): Writing Conversation

Tell your teacher how you would write these next sentences. What changes or additions need to be made?

One day Father Tree said Mickey, are you going to fall today? Mickey replied no, Father Tree. I like it up here. But all little maple leaves must fall in October. I dont want to. Whats that said his father Mickey repeated I dont want to why should I.



The Queen's English

Telling the Time

Could you break your arm last year while you are riding your bicycle today?

No . . . ? Why . . . ?

Silly, isn't it? Is there anything silly about the two sentences below? Why should you change *get* to *got*?

It was October in the forest. As the days *get* colder, more and more leaves fluttered down.

The Grade Four author of those two sentences was writing about a time gone by, a time when it was October and the leaves were fluttering down. Then right in the middle *he changed the time* by saying "the days *get* colder".

Could you have toast yesterday while you are eating breakfast today?

Silly, isn't it?

The Present Tense

If you are writing about what is happening now or what happens all the time, you are said to be writing in the *present tense*. All the words in italics are in the present tense. Why?

I *go* to school every day.
I *am going* to King Edward School this year.
Leaves *fall* in the autumn.
A golden rain *is falling* on the hill.

The Past Tense

If you are writing about what happened in the past, you are said to be writing in the *past tense*. All the words in italics are in the past tense.

One day when I *was going* to school, I *saw* an accident.
I *have seen* many accidents.
All the leaves *fell* to the ground when the wind *blew*.
The leaves *were falling* everywhere yesterday.
All the leaves *had fallen*.

EXERCISE 5 (oral): Recognizing Tense

Are the words in italics in the present or the past tense? Which one doesn't make sense?

1. Our Queen *is* Elizabeth II.
2. She *was born* in 1926 and *came* to the throne in 1952.
3. She *met* her husband, Prince Philip, when he *is* a young boy.
4. They *were married* in Westminster Abbey.
5. Prince Charles, their son, *became* the heir to the throne.
6. We *love* and *respect* the Royal Family.

EXERCISE 6 (written): Using the Correct Tense

Complete these sentences, keeping to the same tense.

1. All the leaves tumbled to the ground when autumn .....
2. One little leaf did not obey his father. His name .....
3. It is early October and Mickey .....
4. Once there was a little leaf named Mickey who .....
5. Pussy was hurt when she .....
6. They wanted to know where I .....
7. When they gave me the money, I .....
8. The policeman asked him what .....
9. The night is dark and Jerry .....
10. He said that I .....
11. I told him what I .....
12. Nobody is home and I .....



Extras for Oscar

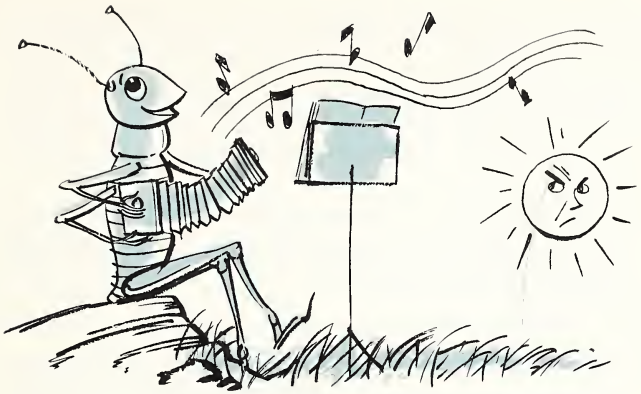
A Ride to Bed

Before the seeds are tucked into bed for the winter, many of them are taken on an exciting ride. The milkweed seed parachutes over meadow and ditch. The burdock hitch-hikes along the path by clinging to clothing or the fur of animals. The tumbleweed roller-coasts across the ploughed land. The acorn takes the Grey Squirrel Delivery Service, and other seeds and nuts are carted off by mice.

Choose a seed and give him a name. Tell how he grew drowsy and longed for a cosy bed. Who came to his aid? What adventures did he have on the way? Where did he finally land or settle to earth? Who or what covered him? What did he say as he snuggled down for his long winter's nap? Be careful to use the tense that makes sense.

Big Meal

Your main character is a hungry little Fire Demon in search of a good meal. Where does he find it? What does he gobble up first? Soon he's licking his chops over the main dish. What is it? As he gorges himself, does his appetite grow more or less fierce? At last his great enemy appears. What is his name? What happens to the greedy little demon? What does he say or do as he is chased away?



A Friend for Greeny Grasshopper

Do you know the story of the grasshopper who played and sang all summer long and who mocked a toiling ant? What happened when the days grew short and cold?

Tell the story in your own words, or make up another about the same two characters. Use the tense that makes sense.

MOTHER TONGUE'S FAMILY

Do you sometimes forget to pronounce *ing* properly? If so, this is a playlet meant for you. It is about Mother Tongue and her children.

Remember the old lady who lived in a shoe? Mother Tongue is another old lady who has so many children she doesn't know what to do. Who are these children . . . ? Why, all the little Words and Sounds that live in the mouth.

Today Mother Tongue is upset as usual. Listen to her scolding little Ing.

MOTHER TONGUE: Land's sake, Ing, just look at you! What are you doing that for?

ING: (*A lazy sound*) Doin', Ma? (*Puzzled*) What am I doin'?

MOTHER TONGUE: Oh, dear, there you go again! Have you no backbone? Stand up straight! Don't slop around like a . . . like a rag doll. Do you want to have round shoulders?

ING: But, Ma, I'm tired. I've been playin'.

MOTHER TONGUE: Fiddle-faddle! You're just lazy. Now stand up for a change, and repeat after me: "Going and coming . . . doing and playing".

ING: (*Sulkily*) Goin' and comin' . . . doin' and playin'.

MOTHER TONGUE: Come now, behave yourself. Do it properly!

ING: (*Quickly standing straight*) Go*ing* and com*ing*, do*ing* and play*ing*.

MOTHER TONGUE: That's better. You see, you can do it if you want to.

ING: I know, but I just keep forgettin' — I mean forgetting.

MAKING SURE

A.

1. In the following exercise write the *seven* words that are in need of capital letters.
2. Write the word that should have a question mark after it.
3. Write the *two* words that should have apostrophes.

It was october and little Benny burr was sleepy "will nobody come to take me to bed" he sighed just at that moment he heard a rustling in the tall grass of the vacant lot where he lived it wasnt the wind for not even a breeze was blowing surely someone was coming little Bennys heart began to beat rapidly.

B.

If the group of words is a sentence, write (1). If it is not a sentence, write (0). If there are really two sentences, write (2). Number your answers.

1. Once upon a time there was a little grasshopper who lived in a green meadow.
2. His name was Greeny.
3. All summer long when the sun shone.
4. He played on his tiny fiddle.
5. And danced and sang happily.
6. One day an ant came by she was dragging a big leaf.

C.

Write these sentences, correcting the *six* mistakes.

Have you ever been to a zoo. On Labour day our family drove to toronto to see the wild animals there, we liked the monkeys best. The lion was asleep and did'nt wake up for us.

D.

Complete these sentences, keeping to the same tense.

1. The boys took a short cut because they .....
2. Benny Burdock waits until they .....
3. Billy was a little seed who .....
4. One day a dog ran by and .....
5. He floats through the air wherever the wind .....

EXTRA PRACTICE (if you need it)

A.

Write the *nine* words that are in need of capital letters.

On Thanksgiving day my glasses fell off while I was tumbling in a huge pile of leaves they were all covered and I couldn't find them anywhere my mother and I poked around for about fifteen minutes she was very cross with me because new glasses cost twenty-four dollars at last father came out to help us right away he found them he also found a quarter which I had dropped it was a good day for giving thanks.

B.

Write each last word followed by the proper stop mark.

1. Are you going to the game
2. The crowd was cheering the Argos
3. How many touchdowns did they score
4. What an exciting game it was
5. Did you watch it on TV
6. We saw only the beginning

C.

Write the *contraction* (the short form) for the words in italics. (Example: *did not, didn't*)

1. The game *does not* begin until two-thirty.
2. We *are not* going.
3. Dad *could not* get any tickets.
4. I *have not* seen a game this year.
5. *It is* a fine day for the game.
6. *They are* coming onto the field.
7. *You are* looking cold.

D.

Write sentences using these words. Make sure that the words you add tell the right number.

1. Two boys . . . fighting . . . marbles
2. The little seed . . . flying . . . meadow
3. These leaves . . . a warm bed for . . .
4. My dad always . . . a quarter . . . raking
5. Hundreds of acorns . . . under the oak trees



FLUFFY THE SNOWFLAKE

Think of a story to tell about this character. Perhaps she was tired of living high in the sky, far away from all the exciting things going on down on earth. Perhaps Mother Cloud warned her that the weather was still too warm, but . . . . What happened?

As you write this story, try to use words and sentences that will give clear, vivid pictures. Check to be sure you used words that express the right tense.

The purpose of this unit is to give training in —

(a) planning and writing fanciful and real letters;

(b) writing in a natural and courteous manner;

(c) avoiding unnecessary repetitions: *lots of, going to,* etc.;

(d) distinguishing between *they're — there — their, to — too — two, you're — your, are — our,* etc.

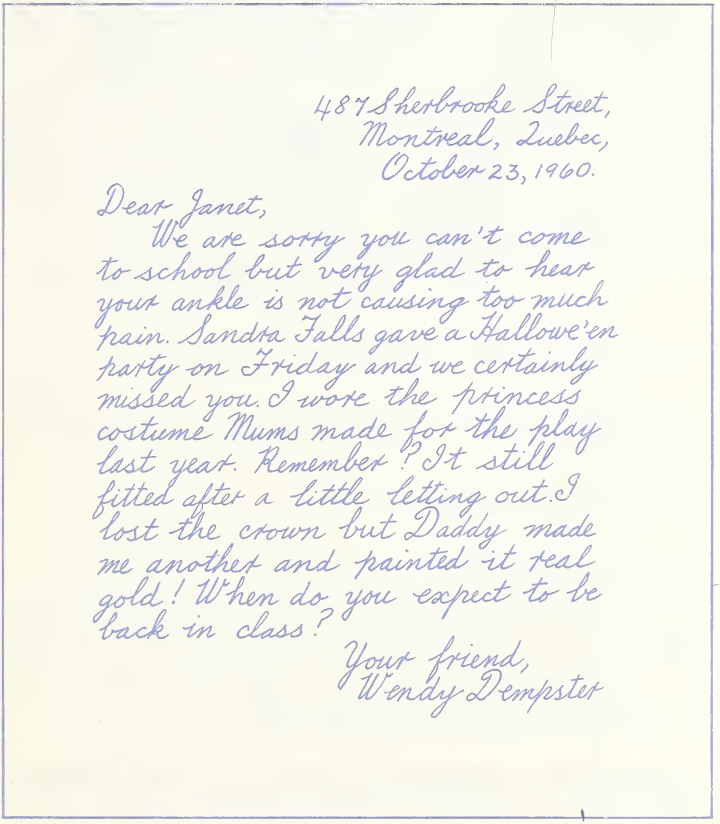
Letter-writing can be a rewarding classroom activity if the lessons are well motivated and conducted with emphasis on the communication of ideas. Children should always be expected to write presentably but letter form and mechanics should not be stressed in classes of nine-year-olds. Let the pupils concentrate on what they want to say and how they want to express it.

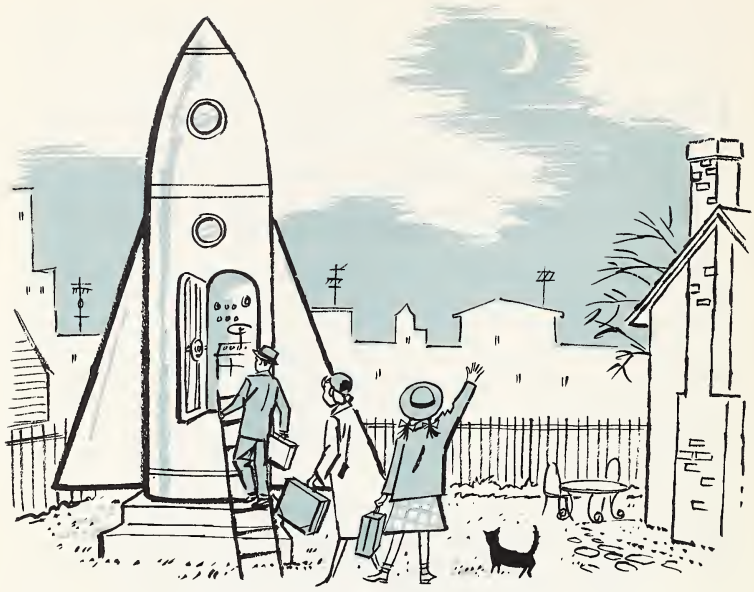
If at some time during the year the class has *real need* to correspond with some firm or official, there will then be a purpose for a lesson on mechanics.

Some teachers find it helpful to arrange for correspondence with children in another school. The *real* letters written in this unit are intended to be mailed, if you consider it feasible. The pupils may take them home for stamping and mailing.

Unit Four

You Write a Letter





PLANNING AND WRITING A LETTER

Plan what you might say and then write either or both of these letters.

DEAR MAN IN THE MOON,

Why might you want to write him a letter?

Are you planning a trip in your father's new space ship? When? Why? What do you hope to do there? Have you any questions to ask about the weather and living conditions? Are you planning to stay long?

or

Do you love to watch him at night from your window? Why? Do you think he is a friendly man, or lonely, sick,

angry, or wise? Why? Are you glad he sends you his soft light at night? Why?

or

Are you annoyed with him? Why?

or

Do you have any other reason for writing?

Dear Friend,

To whom would you like to write? It should be somebody who would be interested in news about you, your friends, and family. Perhaps —

1. a relative whom you don't see often
2. a classmate or friend who has moved away or is ill
3. a teacher you once had

What might you write in reply to *some* of these questions?

1. How long has it been since you saw the person to whom you are writing?
2. Did you ever do anything together that he might enjoy remembering?
3. Do you have any news about yourself, your parents, brothers and sisters, or friends? What have you been doing recently?
4. Do you like Grade Four? What subject do you find most interesting?
5. Are you planning anything that might be of interest to him?
6. Have you any questions you might ask him about his doings, hobbies, family, or friends?

7. Have you heard of anything happening to him that you might mention?
8. Have you any messages or good wishes?
9. Do you miss him? Why?

Bring an envelope from home. If you have any *good-sized* notepaper of your own, you may bring that too, unless your teacher prefers to give you special paper.

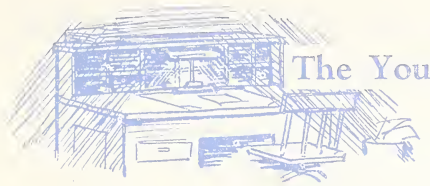
When writing a friendly letter, always try to be *courteous*. Don't write about yourself only; bring the other person into the "conversation". *You* and *your* are very important words in a letter.

Use contractions (didn't, I'm, can't, you're, etc.) to help make the letter sound as if you were talking to your friend.

ADDRESSING THE ENVELOPE

When Janet Scott received Wendy Dempster's letter, this is the way the envelope looked:





The Young Editor's Desk

Check the letter you wrote to the Man in the Moon or to a friend. Did you use any words over and over again in an unnecessary way? No one can write without using some repetitions, but others sound clumsy.

Listen to your classmates reading their letters aloud. Can you hear any *clumsy* repetitions that they missed in their proof-reading?

Help one another to make changes for the better.

Poor Tired Words

Here are parts of two letters exactly as they were written by Grade Four pupils. What advice would you give them?

1. Next Thursday I am going to start ballet classes. On Saturday I am going shopping with my sister and her friend. Afterwards we are going to the club, and then we are going to the movies. We are going to have lunch at a restaurant. Joan is going to come too.

2. There were lots of funny costumes. We played lots of games and we had lots of fun. We had sandwiches, drinks, and candy. I got lots of money and apples and lots of candy.

Lots of Lots

There is nothing wrong in saying *lots of* but it can become tiresome. How could you improve the second

letter by changing every *lots of* to some other expression?

Here are some expressions that might help you:

a great many	a number of
several	a great deal of
bags of	handfuls of
a pocketful of	quantities of

Can you think of any others?

Clumsy Repetitions

There are three ways to avoid clumsy repetitions like all those *going*'s in the first letter in *Poor Tired Words*.

1. Leave out the Words

(a-1) Next Thursday I am going to start ballet classes.
(a-2) Next Thursday I ..... start ballet classes.

(b-1) Afterwards we are going to the club and then we are going to the movies.
(b-2) Afterwards we are going to the club and then ..... to the movies.

2. Change the Words

(a-1) Joan is going to come too.
(a-2) Joan is coming too.

(b-1) We are going to have lunch at a restaurant.
(b-2) We shall have lunch at a restaurant.

3. Change the Sentence

(a-1) On Saturday I am going shopping with my sister and her friend.
(a-2) On Saturday my sister and her friend are taking me shopping.

EXERCISE 1 (written): Repetition

Rewrite to avoid the clumsy repetitions.

1. I am going to Regina for the weekend. *I am going* to visit my cousin.
2. We can play in my father's workshop and *we can* finish our models for Cubs.
3. We are getting our reports tomorrow. I hope you *are getting* yours soon. (Changing *getting* to *get* won't help.)
4. There were lots of children there and we all had *lots of* fun.
5. We are going to make up some games which *we are going* to play. *We are going* to serve refreshments.
6. It is a lovely new dress. *It is* pink and white. *It* has a black leather belt.
7. We put the plant on the table by the window. After *we put* it there, we went outside to admire it.
8. We went to a restaurant for lunch and then *we went* to the movies.



Letters from Birdland

1. You are Mr. or Mrs. Robin and your new address is Bird Box 16, Tweeting Road, Robindale, Southland. Write a letter home to a member of the Chickadee



family. How was the trip down? Did you have any trouble getting settled in your winter home? What have you been doing? Have you made any new friends? Any messages?

2. Write a reply to the letter from the Robins. As a member of the Chickadee family, do you envy your friends? If so, why do you remain in the north? Have you discovered a rotting tree where there is a fine stock of grubs? Is anyone giving you a handout? What is happening in the northern woods that might be of interest to the Robins? Have the Woodpeckers any news to send?

Can you think of a good home address for a Chickadee?



Little Imps

Have you ever been tricked by the little imps? They are mean little demons who work in twos or threes to make trouble for young writers. Here are some of the meanest:

THEIR — THEY'RE — THERE
TWO — TOO — TO
YOUR — YOU'RE

This is the way those little imps work. You, the author, are writing away happily until you come to the word THERE. Quick as a flash little THERE nudges his pal and whispers, "Here's your chance!" And zip! — the other imp, little THEIR, leaps into your sentence. A very nasty trick!

YOUR — YOU'RE play the same sort of trick, and TO — TOO — TWO are just as much a nuisance. Many other little imps have teamed together to work mischief, pairs like —

BY — BUY	NEW — KNEW
KNOW — NO	ARE — OUR
HEAR — HERE	THREW — THROUGH

Do you know any more? All except ARE — OUR are called homonyms, words that sound alike. ARE (ah-r) is pronounced differently from OUR (ow-r).

Their — They're — There

Answer these questions with a sentence that contains the word in brackets:

(*their*) What are the Lang twins riding?

(*their*) Who gave them the new bicycles?

(*they're*) Where are they going?

(*there*) What is coming down the road ahead of them?

(*there*) What may happen?

Their shows *possession*:

The twins received *their* bicycles for *their* birthday.

They're means *they are*:

They're going to buy locks.

There is used *everywhere else.*

Two — Too — To

Answer these questions with a sentence containing the word in brackets:

(*two*) What is Amy having for lunch?

(*too*) What else will she eat?

(*to*) Where is she going after lunch and why?

(*too*) What does her mother say to her while she is eating?

(*two*) How old is her little brother?

(*too*) Why doesn't he like his soup?

(*to*) What does he say to the puppy?

Two, of course, is the *number.*

Too means *also* or *more than enough*:

Grade Five is going to the movies *too,* if it's not *too* crowded.

To is used *everywhere else.*

I have *to* buy some crayons *to* give *to* my little sister.

Your — You're

Write sentences in answer to these questions using *your* or *you're*:

1. What did the teacher say to Jimmy?
2. What did Jimmy reply?
3. What did the doctor say to his patient?

Your is like *their.* They both show possession.

Your friends are *their* friends.

What does *you're* mean?

EXERCISE 2 (written): Words That Sound Alike or Almost Alike

Write sentences that begin with these words. Number your answers.

1. You're too . . .
2. Your two . . .
3. There is . . .
4. Their . . .
5. They're . . .
6. Our . . .

7. I know you have no . . .
8. He knew a new . . .

Write more sentences using these words.

9. buy or by
10. here or hear
11. threw or through
12. off or of

MAKING SURE

A.

Rewrite the following sentences to get rid of the clumsy repetitions:

1. We are going to the country next Saturday. *We are going* to board up the summer cottage.
2. My mother is making my costume. She *is making* me a clown's suit.
3. Our team won on Saturday. *Our team* has lost only one game.
4. There were lots of decorations and *lots of* good food too.
5. We went to a shoe store and then *we went* to a candy store.
6. All my friends came to the party. *The party* was a great success.
7. I couldn't find it in my room and I couldn't find it in the playroom.
8. Billy is going and Ted is going, too.

B.

If the word in italics is correct, write C in your practice book. If not, write the correct word. Number your answers.

1. *There* were candies and favours for everyone.
2. We are all very sorry to hear that *your* in the hospital.
3. It's *to* cold and muddy to play outside now.
4. We *are* going to start barn dancing next gym period.
5. *Their* team is coming over to play us on Friday afternoon.
6. We have finished *are* work.
7. We didn't *hear* about your accident until yesterday.
8. Did you *no* that Miss Fair is getting married?
9. *They're* buying a new house.
10. These books must be returned in *too* days.
11. They didn't know *there* way home.

EXTRA PRACTICE (if you need it)

A.

Write the *six* words that are in need of capitals in the following paragraph.

Yesterday Captain Henry spoke to the school on traffic safety he showed us a film about accidents caused by carelessness afterwards he asked us what we should do when we had to cross a busy street one of the boys made the rest of us laugh by answering, "take you along" when Captain Henry finished James firth thanked him for giving us such an interesting talk.

B.

Write a sentence to answer the question. Use one of the given words.

1. (*here, hear*) What might a teacher say to you?
2. (*through, threw*) What happened to the basement window?
3. (*no, know*) Are there any candies left?
4. (*are, our*) What does your family like to do in the evenings?
5. (*new, knew*) What did your mother give you yesterday?
6. (*your, you're*) What might you say to a friend who has been sick?
7. (*by, buy*) What is your father going to purchase at the drug store?

HARD TIMES

Don't bother about the address or date of these letters unless you wish to include them. Start with the greeting (Dear So-and-so,). Watch out for those troublesome words *to — too — two, their — there,* and *your — you're,* and try to avoid clumsy repetitions.

1. You are a squirrel who is having his troubles these late autumn days. Food is hard to find. Write for help to the children who live in that cosy bungalow near your home. Tell them where you live and why you are in distress. Perhaps they have a dog that keeps you from their door. Appeal to them as good-hearted youngsters. (You could be a stray cat or dog, if you prefer.)



2. You are a toy whom your master (or mistress) has abandoned. (Where? Why?) Write a sad little note begging to be remembered again. Perhaps you might try to reach your master's heart by recalling some good times you had together.

This unit on reporting teaches the importance of —

(a) selecting the essential facts;
(b) arranging the facts sensibly;
(c) beginning with facts relating to the outcome or whole;
(d) writing clearly and concisely;
(e) varying sentence openings;
(f) interesting a reader.

If December is less than two weeks away, you can skip parts or all of this unit and return to it after Unit Seven. There is nothing here that needs to be taken before the Christmas and New Year units.

The objectives are not easy to attain, but they are of primary importance not only in the English language programme but in many other fields of the child's study. The lessons learnt here can — and should — be applied in social studies, literature, and science classes. There will therefore be many opportunities to review the matters dealt with in this unit. A more detailed treatment is given in Unit Nine.

A sensible selection and arrangement of facts is the first thing to concentrate on. If some proficiency is achieved in these skills, the child will be doing reasonably well. Most children will need a good deal of practice before they combine such proficiency with the ability to add elements of freshness and interest.

For these reasons, the subjects of the first reports written at this grade level should be well within the limits of the child's experience. *The best topic would be some recent school or local event that all have shared and can discuss with you in realistic and lively detail.*

Unit Five

You're All Reporters

"I'd like to be a newspaper reporter when I grow up," announced Bert English to Miss Johnstone. It was after school and Bert had remained behind to tidy the library shelves. "That's what my Uncle Henry is, a reporter," Bert went on. "He goes to all the football games and has a car that is marked *Press*. He can go anywhere. Uncle Henry has met lots of crooks, too — real crooks!"

Miss Johnstone looked up from the workbook she was checking. "Would you like to meet some crooks?" she asked with a twinkle in her eyes.

"The football games would be better," grinned Bert. "How do you become a reporter, Miss Johnstone?"

"Everybody is a reporter," she replied. "You were being one just now."

Bert looked startled: "How's that, Miss Johnstone?"

"You were reporting to me about your uncle's job."

"But I was just *telling* you," protested Bert.

"You were giving information. A reporter is one who tells the facts about something he has seen or heard or read about. You are going to do a great deal of reporting during your life whether you work for a newspaper or not. If you ever do work for a newspaper, I hope you will follow the four A's of good reporting."

"What are they, Miss Johnstone?" Bert asked.

"Ask me in class tomorrow. It's getting late. Off for home now!"

GIVING INFORMATION

What is the main difference between these two reports?

Which gives more facts that would be useful to the readers of a newspaper? Why?

Which report do *you* find more interesting? Why?

ALAN'S REPORT

Yesterday as Ron and I were on the way to school, we saw a crowd on the street. A truck had smashed into a car. People were talking to a man lying on the road. We ran to look and it was Mr. Rollit who lives right across from me. Mrs. Rollit was explaining things to a policeman in an angry way. Cars were lined up all down the street. Pretty soon an ambulance drove up with its siren screaming. They took Mr. Rollit to the hospital, but he wasn't hurt much. It was exciting and we were almost late for school.

TED'S REPORT

Mr. James Rollit of Rosemere was injured in a traffic accident at the corner of Hudson Road and Ladd Avenue yesterday morning. His wife was driving him to the station when a delivery truck rammed into the rear of their car. Mrs. Rollit was not hurt but Mr. Rollit was taken to the Mercy Hospital. His injuries are not serious.

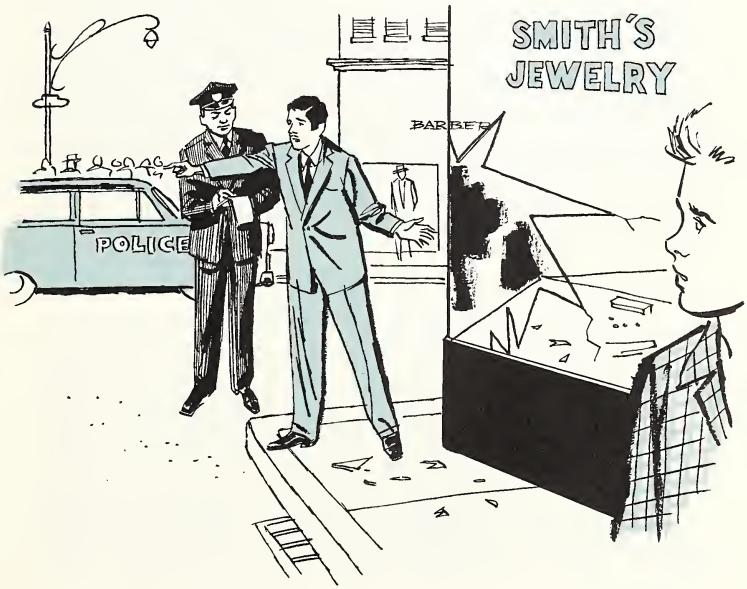
TELLING THE NEWS

Alan's lively report is a true story. He gave the facts as he saw them from first to last. He wanted to interest his friends.

Ted pretended that he was a reporter for a newspaper. He tried to answer the questions that might be asked by readers: What happened? To whom? When? Where? He told the main facts first.

Study the picture on this page. Write a report of what happened. You may write it as a true story, as if you were the boy in the picture; or you may pretend to be a newspaper reporter.

Select the important facts that will interest a reader.



SELECTING AND ARRANGING FACTS

Not all reports tell a story. Sometimes a reporter has to describe a place or a thing or a person. How can he make this kind of report interesting? How should he choose and arrange his facts?

Read the next two reports and then answer these questions:

1. Which facts did Fred give that Sue omitted?
2. Which report is the better arranged? Why?
3. Which report do you find more interesting? Why?

SUE'S REPORT

We have just moved to a lovely new bungalow on Davis Street. Daddy is busy finishing the yard and planting a hedge and pretty fir trees. The living room is at the back of the house, and from the big window I can see my new friends playing on the green lawns and gardens of our neighbours. Mother is very proud of her kitchen with all its shiny white cabinets. My bedroom is blue, and I have a cupboard that I can walk right into. There is a big place in the basement where we are going to have a playroom someday. Right now it's pretty junky.

FRED'S REPORT

I live in a brick duplex at 4942 Melrose Avenue. It is a lower duplex with a side entrance. It has an entrance hall with the living room to the left. It has a real fireplace in the living room and doors to the front balcony. Across the hall are the dining room and another hall that leads to three bedrooms, the bathroom, and the kitchen. Mother and Dad painted all the rooms last spring, mostly pale green and cream. There is a rear garage but not much of a yard. It is an old duplex but comfortable.

First and Last Sentences

Look again at the opening sentence of each report. Do they give facts about the house as a *whole* or about some *part* of it? Why? What would a reader think if the very first sentence of a report was, *We have a fine big living room with a fireplace*?

Now look at the *last* sentence of Fred's report. Is it about the whole house or some part of it? How did Sue end her report? Is she referring to the *whole* or to some *part*?

Which ending makes you feel that there is nothing more to come, that the report is now over?

The Other Sentences

In Fred's report the facts follow one another in a sensible, natural way. He came in the front door, proceeded from room to room, and went out into the backyard. Other reporters might like to start with the most important room and work around to the others. The main thing is to go from fact to fact in a way that doesn't seem jumpy or jumbled.

Here is a truly higgledy-piggledy Grade Four report:

> We have five rooms, the kitchen, two bedrooms, a dining room, and a living room. The apartment is thirty years old but still good and clean. There aren't very many cupboards. We have a piano. Next to it is the telephone. The TV is in the dining room. Our address is 1220 Berry Street, Apartment 34.

Which sentence should come first?
Which sentence should come last?
What facts are all jumbled together?

MAKING A REPORT COME ALIVE

Fred's report gives more facts and is better arranged than Sue's, but most people would say that hers is more interesting and easier to remember.

1. Do you like to look at pictures? What pictures did Sue paint in words for you to remember? Do you remember any of Fred's pictures?
2. Read aloud the first word of every sentence in Fred's report. What do you notice? Is there the same flaw in Sue's writing?

AN "A" REPORT

1. *An A report is* ACCURATE.
   It gives the facts.
2. *An A report* ANSWERS *the questions that a reader would* ASK.
3. *An A report* ARRANGES *the facts.*
   It starts with the *first* thing, the *main* thing, or the *whole* thing.
   It goes from fact to fact in an orderly way.
4. *An A report is* ALIVE.
   It makes pictures with words.
   Its sentences don't sound too much alike.

PLANNING AND WRITING A REPORT

Choose one of these topics for a report. Remember that before he starts to write, a reporter asks himself the questions he thinks a reader might want answered.

In the News

Has anything happened at school or in the neighbourhood that would make an interesting report — an accident, burglary, important or amusing event? Have you seen any football or other game that you would like to write about? Discuss with your teacher the questions that will need to be answered and how you might begin and end this news story.

or

Has anything happened recently to you (at home, on a visit, at church, at Cubs or Brownies) that would interest your classmates? What was the *main thing* that happened? When? Where? What led up to it?

Fire!

Did you ever have a fire or a fire scare at home or in the country? When? Who discovered it? What followed? What did the adults do? What did you do?

Do you know any other words for *fire?* (flames, blaze, any others?) What does fire do? (smoulders, glows, creeps, leaps, licks, crackles, any other words?)

Scare at Midnight

Use this opening, or another like it:

> I sat up bed, rubbing the sleep out of my eyes. Something had awakened me!

(Was it a noise, an odour, a feeling? What followed?)

My Home (or any other place you know well)

Here are some words you might find useful for this report:

situated, located

bungalow, cottage, apartment, duplex, semi-detached, two-storey

brick, stucco, frame, clapboard, trim, verandah, gallery, entrance

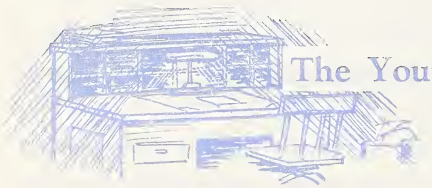
living room, dining room, master bedroom, vestibule, dinette, breakfast-nook, upstairs, downstairs, passage, hallway, archway

linoleum, white-tiled, grey-walled, carpeted, ceiling, colour

refrigerator, chesterfield suite, TV set

adjoins, contains, matching

modern, convenient, planned, attractive, pleasant, homelike, restful



EXERCISE 1 (oral): Proof-reading and Editing

What change would an editor make in each sentence?

1. There was glass all over the dinning room floor.
2. Father pointed to a mark on the door, it was made by the burglars.
3. In the kitchen is a little blue table, two matching chairs, and a big refrigerator.
4. The smoke was coming from my brothers room.

5. There was three people who escaped without injury.
6. "Your not hurt!" he exclaimed crossly.
7. The burglar had broken into my mothers desk.
8. Our house is a split-level bungalow, it has six rooms.
9. It was to dark to see much.
10. I ran toward a open window.
11. I knew that it is a fire somewhere.
12. My mother's room is yellow. And my sister's is grey.
13. Downstairs is the furnace, the laundry tubs, and three big cupboards.
14. Both my mother's room and mine is painted pale pink.
15. "Its all right now," said Mother.
16. The flames was leaping higher and higher.
17. Two little boys had hurt theirselves.



Packing Sentences

Have you ever travelled by air? Did they weigh your baggage? Why?

When you go on a plane trip, you aren't allowed to take much luggage. You have to pack your suitcase very carefully. You can't take along everything.



Writing a report is something like packing a suitcase for a journey by plane. The good reporter packs his facts tightly into a few interesting sentences and gets rid of every unnecessary word.

Here are some examples of loose and tight packing:

Loose: It was only a little fire. It was in the shed.

Tight: It was only a little fire in the shed. (*Two words shorter*)

Loose: My brother's room is light green. My room is light green, too.

Tight: My brother's room and mine are light green. (*Four words shorter*)

Loose: Next they broke into my father's desk. They found some money in the desk. They took that money and some stamps and a pen set.

Tight: Next they broke into my father's desk and took money, stamps, and a pen set. (*Ten words shorter*)

EXERCISE 2 (oral): Writing Tightly

How tightly can you pack these facts?

1. I live in a house. It is a big house. It has nine rooms. The number of the house is 903 Martin Street.
2. I felt a cold wind. The window in the den was open and the wind was coming from the open window.
3. I could hear a noise coming from the kitchen and then I could hear it coming from the hall.
4. As you enter the hall, you see double doors, and you go through the doors into the dining room. (The word *leading* may help you.)
5. Smoke was pouring from the shed of the Mitchells' house. It was a big old house and the shed was at the back.

EXERCISE 3 (written): Writing Tightly

Rewrite these sentences in as few words as you can.

1. Two men jumped out of the ambulance. They were dressed in white.
2. Then we saw a lady and a baby. She was holding the baby and she was shouting from the balcony.
3. My bedroom is at the back of the house. It is a small room. It is painted pale yellow.
4. The car was in the ditch and it was turned over. It was completely wrecked.
5. I live in an apartment. It is a new apartment. We live on the third floor.
6. My sister's room is painted pale pink. My room is painted the same colour.
7. The burglar had taken some money and he had taken some rings and they were valuable rings, too, because they had belonged to my grandmother.

EXERCISE 4 (oral): Expressing Meaning Clearly

Did these young reporters mean what they said? How would you make their real meaning clear?

1. My room is painted yellow with a blue dresser.
2. We have seven rooms and three bedrooms.
3. One day on Sunday we had a robbery at our school.
4. Mother phoned for the fire and told them to come.
5. They were all pushing and shoving and making other strange noises.
6. My sister and my room are both painted pale pink.
7. The nicest room is my mother's and the living room.
8. Soon the fire trucks arrived and they broke down the front door.
9. There is an entrance in the front and back.
10. We have six rooms, a kitchen, a living room, a fireplace, and three bedrooms.

TICKLING YOUR MEMORY

1. What is the name of this mark, (')? Why is it used in this sentence?

   Don't go into Father's room when he's sleeping.

2. Must *Father* always have a capital? Why?

3. What are these marks called, (" ")? Which *one* sentence is correct? (Take a class vote.)

   (a) "I received a new bicycle for my birthday, said Tom."

   (b) Tom said "that he received a new bicycle for his birthday."

(c) "I received a new bicycle for my birthday," Tom said.

(d) Tom said "I received a new bicycle for my birthday."

4. When an editor says, "You changed tense in that sentence," what does he mean?

5. When an editor says, "You didn't get the number right," what does he mean?

A BOOK REVIEW FOR OSCAR

Instead of keeping only a record of the books you finish, once in a while you might like to write a report or *review*. Here is an example:

> The Black Sombrero by Nanda and Lynn Ward is a delightful tale about a cowboy named Johnson and his pinto pony. One day the wind carried away Johnson's beautiful hat, a black sombrero. When he found it, the cowboy was surprised to find it had become the home of some very strange tenants. You will be surprised, too. This is a lively story which I am sure you will enjoy.

Remember —

1. Explain what the book is about, but don't tell much of the story.

2. If you like or dislike the book, say so. Try to explain why.

3. Give the author's name and underline the title.



ACCIDENTS FOR OSCAR

Tell the story shown in the picture. You may pretend to be the girl, one of the drivers, or the policeman. Why do the men appear to be puzzled?

or

Tell about any accident you have had or witnessed. (*See dictionary.*)

or

Continue from one of these openings:

My baby brother makes Mother very nervous these days. He is learning to walk and . . .

The toy helicopter whirled higher and higher. "It's landed on the roof!" shouted Gary to his friend Andy.

"Do you think you can carry this over safely to Mrs. Turner's house?" asked Mother, handing me a . . .

When you come to proof-read this story, check to see if you can combine sentences. Watch out for unnecessary *and*'s but remember that *and* is often a very useful word.

MAKING SURE

A.

State these facts in fewer words and without clumsy repetitions. If you can, put all the facts into one good sentence.

1. We have a new car. It is a sedan. We like to go for rides in our new car.
2. I saw an accident. I was on my way to school. The accident happened at the corner of Nelson and Westminster.
3. My baby brother had a pail and a shovel and he liked to play with them so he played with them every day on the beach.
4. We like to go to the library on Saturday mornings. We like to listen to the stories. The librarian tells the stories.
5. We planted some daffodil bulbs yesterday and we put the bulbs in a big flower pot and when we had planted them we watered them and we put the bulbs away in a dark cupboard.

B.

There is *one* wrong word in each sentence.

Make the necessary correction in your practice book. Don't write the whole sentence. Number your answers.

1. It was a old truck with poor brakes.
2. We thought he was going to fall of the roof.
3. There were three fire trucks before are house.
4. The little girls were fond of there new wagon.
5. "Your too close to the edge!" shouted Andy.
6. They dont know how to move the cars.
7. We use to put him in his playpen.
8. My little brother has his own tricycle, to.
9. She keeps my sisters crib in her bedroom.
10. My father he has sharp tools in his workshop.
11. I was very proud of the new mirror which Daddy give me.
12. In our basement there is some old chairs and an icebox.
13. While I was eating breakfast, the radio is playing.
14. I am one girl who hate cereal.
15. I had a cold last week and miss school.

C.

Write the *ten* words that are in need of capital letters.

Westbrook school is located on elgin road near sunnyside avenue it is a fairly old, three-storey building but it is bright and roomy at the back is a paved playground and in front are grass and shrubs the principal's office, medical room, and gymnasium are situated on the basement floor near the main entrance and indoor recess space upstairs are twenty-four classrooms, a teachers' room, and a large library where we also go for movies we children are very proud to be students at this fine old school.

FINAL REPORT

Choose one of the topics in this unit which you have not already used, or think of a topic of your own.

As you write this final report, keep in mind what you have learned about writing tightly and arranging your facts in some sensible order. Try not to begin many sentences with the same word.

What are the four A's of an A report?

Most children find this unit so strongly motivated that you will probably be quite surprised and delighted by the amount and quality of the work handed in. *Start early in December.*

The project, as given here, results in the presentation to parents of a gift "book", *partly handwritten by the child,* mostly a mimeographed selection of the *best work* submitted by all pupils and of any class poems, reports, or stories. The handwritten part is the child's own contribution to his book.

One problem is the mimeographing. If you and your principal cannot solve this satisfactorily, you will need to use a much simplified plan.

The easiest selection is *Dear Pal,* which should be recommended to those children who are unlikely to hand in more than one contribution. Although some writers will be represented more than once, do not let one or two dominate the mimeographed sheets.

There are many possible formats. Some teachers have used craft paper, stapled to 9″ x 12″ art paper covers. The children will probably need two full afternoons during the last week of school to illustrate and assemble the books in their final shape.

Unit Six

Your Christmas Surprise

"Have you decided yet what you're going to give your parents for Christmas?" Miss Johnstone asked the class on a bright day in December. Some hands went up, but Wendy Dempster answered for most of the children when she said, "I've saved only three dollars and sixty cents for *all* my presents. It's hard to think of something that doesn't cost too much."

"Oven mitts aren't expensive," suggested Janet Scott. "That's what I gave my mother last Christmas. She liked them. Her old ones were all burnt-looking."

"I'm sure each of you will solve the problem very well," said Miss Johnstone after several other children had offered suggestions. "But if I know anything about mothers and fathers, the kind of present they like most is the home-made one. It may be your second present to them or your only one, but it will always delight them if you made it yourself. Now I know a wonderful home-made present that can be made from something that won't cost you a cent. . . ." Miss Johnstone held up a sheet of paper.

Paper . . .! The children thought of the paper ornaments and cut-outs they had taken home at Christmas when they were in Grade One. Paper bells, angels . . .? No one looked very enthusiastic.

Miss Johnstone laughed at their expressions: "I hope every one of *you* gets the kind of paper present I'm thinking of. . . ." This time she held up — a *book.*

There was silence for a moment. Then Danny Arnold broke in: "But, Miss Johnstone, you said it was something that we could *make.*"

Miss Johnstone looked at him. "Can't you write, Danny?" she asked. "Can't you write?"

PLANNING THE BOOK

Most of the children in Miss Johnstone's class thought that writing a whole book was something they couldn't possibly do. However, when Miss Johnstone started to explain how it could be done, their eyes began to brighten.

The book would consist of a number of items, chosen from any writings handed in during the days to come. No one would have to copy the whole book by hand. A good part of it, Miss Johnstone promised, would be mimeographed by herself on sheets which could be pasted in. Everyone in the class, however, would have an opportunity to write *at least* one paragraph all by himself to add to the book in his own handwriting.

Soon everybody was discussing such questions as:

1. What would the book be made of?
2. How would they keep the pages together?
3. What could they use for a cover?
4. Should there be any illustrations or art work? If so, what?
5. What should they call the book?
6. What could they write about?



MISS JOHNSTONE'S SUGGESTIONS

Songs

Certain Poor Shepherds

You all know the famous carol by Martin Luther, *Away in a Manger*. Write another carol that can be sung to the same tune. Try it first yourself, and then make suggestions for a class carol to be written on the board. Three four-line verses are enough. The first verse might start like this:

Certain poor shepherds
Stood watch on a hill
.....(*no* rhyme)
.....(rhymes with 2nd line
.....still?.....chill?)

or

High on a hilltop
A long time ago
. . . . . (*no* rhyme)
. . . . . (. . . . . glow? . . . . . snow?
. . . . . below?)

Jingle Bells

Write new words to *Jingle Bells*; or write a song or carol to a hum of your own.

About You and Your Family

The Joyous Season

What is happening now at your house that tells of Christmas coming? Is there anything different about the preparations this year? What are your father and mother doing? What do you and they discuss? What sort of a feeling is there in the air?

Why is Christmas sometimes called the "joyous season"? Why do we celebrate it?

Christmas Shopping

Tell about a shopping excursion with some member of your family. Why was it exciting and bewildering? What did you look at? What did you discuss? What did you finally buy?

Don't waste time explaining how you decided to go shopping or how you reached the store. You might start like this: *The store was bright and crowded with busy shoppers as Mother and I . . .*

Try not to use the word *went* more than once. Instead you might say: *made our way to, moved* or *hurried on to, walked over to, wove through the crowds to,* etc.

The Best Tree Ever

Did you help select it? Where? Why did you like its shape? When and where did you trim it? Who wreathed and attached the lights? What part of the decorating did you do? Did you use any new or especially pretty baubles? What did you place on the topmost twig?

Christmas Away From Home

Did you ever spend Christmas away from home? Why? Tell us about it.

A Present I Still Have

Do you have one special toy or possession, given to you at Christmas, that you still treasure? Who gave it to you? When? Was it a surprise, or something you dearly wanted? How often did you use it or play with it? How does it look now? Do you think you will receive something this Christmas that you will love or cherish more?

Christmas Stories

Denny's Mysterious Friend

Finish this story:

"Why are you crying, little boy?" Denny glanced up at the rosy-cheeked old gentleman smiling down at him. It was the day before Christmas and . . .



The Unwanted Tree

Where was he being sold? Why did no one buy him? Was he hidden in some way, or wasn't he shapely enough? Did the man in charge try to sell him? What did the buyers say? On Christmas Eve when he was still unsold, what did he wish for, and what did he remember of his forest home? Could you give this story a happy ending without having the tree bought?

Robin's Christmas

While decorating your tree, you hear a strange noise at the window. You are amazed to see a robin on the sill. How did he get there? What happens to him?

(One kind person, who found an injured robin that had somehow managed to survive until Christmas, had him flown south by airplane.)

The Smallest Star

Write the middle of this story:

> Once long ago there was a little star, the smallest star in all the heavens .....
>
> .....
>
> Over the old town shone the star, no longer the smallest star, but the glorious Star of Bethlehem.

Christmas Letters

Dear Man on Mars

He has written to you asking why and how some people on Earth celebrate Christmas. Your answer might start this way:

> I was delighted to receive your letter and am happy to tell you about our sacred festival of Christmas.

Dear Pal

You are a toy, writing from your new home on the day after Christmas to an old friend whom you last saw in the toy store. Tell him or her about your experiences. Does your new master or mistress live up to your hopes? Have you made any new friends or had any visitors? Are there any questions you would like to ask or any good wishes to send? Your greeting might be: *Dear Raggedy Ann,* or *Dear Lionel Train,* or *Dear Meccano Set No. 4a.*

Christmas Reports

Dear Old Saint Nick

Did you know that the word *Santa* means *Saint* and that *Claus* is a nickname for *Nicholas*? If any of you can find more information about the real St. Nicholas, bring it to class. Maybe it could be used for a group report.



Chanukah

This Hebrew festival is celebrated in early winter and is similar in some ways to the Christian Christmas. Do you know why it is celebrated? In what ways does it resemble Christmas? Do you know why the lady in the picture is lighting *eight* candles with a ninth?

Our House at Christmas

How long before Christmas do you arrange your decorations? Do you start outside or inside? With what do you deck your windows, front door, mantel, light fixtures? Have you any ornament that is given a special place? Any holly or mistletoe? Does your mother do any Yuletide house-cleaning? Do you help? How does the whole place look on Christmas Eve?

Something Unusual

Have you ever done or seen anything quite unusual at Christmas time? Is any part of your town or neighbourhood decorated in an especially attractive way? Tell us about it.

Did you know that children in other lands receive presents at Christmas time, and that the magic gift-bringers are not the same as our Santa Claus? If you look up *Christmas* in an encyclopaedia, you may find some very interesting facts for a report.

DANNY ARNOLD'S TABLE OF CONTENTS

COVER DESIGN, *Danny Arnold*
CERTAIN POOR SHEPHERDS, a class carol 1
SIGNS OF CHRISTMAS, art work, *Danny Arnold* 2
STORIES, *Janet Scott, Gerald Forbes, Wendy Dempster, Jerry Cohen* 3
SAINT NICHOLAS, *Danny Arnold* 4
REPORTS, *The Class, Bert English, Evelyn Smeed* 5
CAROLS, *Janet Scott* and *Sally Hunt* 6
LETTERS, *Sally Scarth* and *Allan Falls* 7
NATIVITY, art work, *Danny Arnold* 8

MERRY CHRISTMAS

The happiest of holidays to all children in Grade Four! May your stockings be as stuffed and bulgy as you will be after that turkey with trimmings, and may your parents think you are the best young writers in the world.

Best wishes,
May Johnstone

The purpose of the unit is to give the pupil training in —

(a) taking part in a panel discussion;

(b) giving a short talk;

(c) speaking clearly, courteously, and with attention to acceptable usage;

(d) using the correct forms of irregular verbs: *saw—seen, did—done, came—come, took—taken, went—gone, grew—grown, gave—given, wrote—written,* etc.;

(e) using the correct forms of pronouns: *I—me, he—him, they—them,* etc.

(f) using correctly the verbs *teach, learn, bring, take, forget, leave*;

(g) enunciating *ow*;

(h) listening to evaluate;

(i) listening to detect errors in usage.

The first group to try a panel discussion may be inarticulate, but after the ice has been broken, many of the children should be eager to participate. Later you may find them eager to devise forums on topics they themselves have chosen. The secret of success is a confident chairman well primed with questions. You yourself might chair the starting group.

As this is primarily a unit on speech, several usages are reviewed or introduced. However, you cannot expect much help from a textbook in these matters. The main determinants of good pronunciation, enunciation, and usage are good models and day by day correction by parents and teachers.

It is not always easy to decide when to correct children. Sometimes the error should be pointed out immediately. For a unit like this the teachers (and listeners) should take notes for later comment. A speaker's fluency and confidence are not improved by interruptions.

Ow is a diphthong, formed by sliding from *ah* (as in *father*) to *oo* (as in *took*): *ah — oo*. Many children "flatten" the *ah* to *a* (as in *cat*) or *eh* (as in *get*): *a — oo, eh — oo*. When that sound is nasalized, you have the miaowing cat of the *Mother Tongue* playlet.

Unit Seven

You Talk and Listen

CHAIRMAN: Boys and girls, today we are going to have a panel discussion. Seated with me around the table are three party-givers: Marion Edwards, Sally Scarth, and Bill West. They will tell us something about the parties they had for their friends during the holidays. First of all, I wonder if they had any special reason for giving a party. Did you, Marion?

MARION: No. I just like to have a party, that's all. It's fun. You can play games.

CHAIRMAN: What about you, Bill? Did you have any special reason?

BILL: Mother likes me to have my parties during the Christmas holidays because I have all my new presents to play with.

CHAIRMAN: You had a birthday party, didn't you, Sally?

SALLY: Yes, my birthday is December 28th.

CHAIRMAN: Do you like having your birthday so near Christmas?

SALLY: Oh, I don't mind.

MARION: Wouldn't you get more presents if your birthday were some other time?

SALLY: I suppose so, but Mummy usually saves one or two presents for my birthday.

CHAIRMAN: Before the party did your mother ask what games you would like to play? Sally . . . ?

SALLY: We talked it over, and I drew a big brown paper monkey and cut out curly paper tails to pin on

him. We decided to play Musical Chairs and that game where you drop pennies into a milk bottle.

MARION: } We drew pictures and . . .
(*Together*)
BILL: } We had a treasure hunt . . .

BILL: Excuse me, Marion. You were first.

MARION: We drew pictures with crayons . . . like Christmas cards . . . and Jennifer, my cousin, won the prize.

BILL: We had a treasure hunt.

CHAIRMAN: That sounds interesting, Bill. Where did your mother hide the clues?
They continue for another minute. Then the Chairman says . . .

CHAIRMAN: Thank you very much for telling us about your parties. I am sure the class enjoyed your conversation. Maybe some of us got some new ideas about what to do at a party. Thank you again, Marion, Bill, and Sally.

JUDGING A PANEL DISCUSSION

In a good panel discussion —

The Chairman —

1. introduces the topic and the speakers,
2. keeps the conversation going by asking questions and making comments,
3. ends the discussion and thanks the speakers;

The Speakers —

1. talk freely and naturally to each other,
2. speak so that the audience can hear,
3. behave courteously and give everyone a chance,

4. answer the chairman's questions but do not always wait for them,
5. sometimes ask questions,
6. use good English;

You —

listen to others as you would have them listen to you.

TOPICS AND QUESTIONS

Here are some questions that were asked during several Grade Four panel discussions. Read them over to decide which conversation you would like to join. Your teacher may select four or five panels and give the speakers overnight to think about what they might say. The chairman may omit some questions and ask others. He may write his questions on a sheet of paper, but should only glance at the paper, not read from it.

The class will judge each discussion.

Presents

What would you say is the best present for someone your age? Why?

Would you rather get a number of inexpensive presents or one very special gift? Why?

What was the best present you ever received?

What presents did you give this year? Did you make any?

Indoor Playmates

Do you often invite friends to your house to play?

What do you do together?

Where do you usually play? Does your mother let you use the living room?

What is the best game to play indoors? Why?

Have you ever made or planned something with one or two of your playmates?

Does your mother have any rules about visitors staying for dinner or for the night?

Holiday Entertainments

Did you attend any show, game, or concert during the holidays? Why did you enjoy it?

Did you go to any entertainment or party given by a church, club, or business firm? Where? What happened?

Did you share in any grown-up parties or family gatherings? What did *you* do? Did you stay up later than usual?

What TV programmes did you like best during the holidays?

Holiday Hockey

How long have you been playing hockey?

What team do you play for and what position do you like?

Who is your coach? Does he hold regular practices?

What is some advice he has given you?



Do you sometimes play away from your home rink? How do you get there?

Have you any new equipment? Do you need any?

Which is the best team in the league? Who is the best player?

Holiday Beginnings

Did you receive a *first* pair of skis or skates this Christmas? Had you asked for them or did they come as a surprise? Where did you go to use them?

Did you have any trouble learning? What happened?

Did anyone give you any help or advice?

Have you improved very much? In what ways?

Do you do anything to your sports equipment to keep it in good shape?

The Day of Days

Where did you hang your stocking? How early in the morning did you open it? What was in it?

When did you open the rest of your presents? Who handed them out?

Was there much cleaning-up to do? Where did you display your presents?

Did you have any relatives for dinner?

Did any children come to visit, or did you go visiting?

What new games did you play?

What did you do in the evening?

Other Topics

Have you any ideas?



1. Was anything said in one of the panel discussions that suggested a good story or paragraph to you? Write it. Reread the questions to help you remember what was said.

2. Write part of a group conversation. Study the one about Christmas parties.



How do you pronounce the sound *ow*? Mother Tongue is very particular about that sound. Here she is scolding her children *How, Now, Down,* and *Town* for playing with a cat.

MOTHER TONGUE: Somebody has brought a cat into our mouth! I know it, I know it! I can hear it miaowing. Who has it? Where are you hiding it? (*She starts looking.*)

NOW: (*Passing the kitten she has been petting to How. Whispering*) Here, you take it, Haow.

HOW: (*Whispering*) Where shall I hide it, Naow?

DOWN: (*Whispering*) Give it to me. I'll put it daown in the tonsils.

TOWN: (*Whispering*) No. I'm going aout. I'll take it daown taown.

MOTHER TONGUE: (*Pouncing*) There, I knew it! Give it to me, How!

HOW: Aw, but Ma, we like cats.

NOW: And it's only a little kitten.

MOTHER TONGUE: Cat or kitten, the mouth is no place for it. Out it goes. (*She takes the cat outside.*) Scat . . . ! (*Wagging her finger*) Listen to me, everybody. Say "father. . . fa-ther".

ALL: Fa-ther.

MOTHER TONGUE: Now just say the *ah.*

ALL: Ahh . . .

MOTHER TONGUE: This time say *oo* as in *cook.*

ALL: Oo as in cook.

MOTHER TONGUE: Just the *oo*, sillies.

ALL: Oo . . .

MOTHER TONGUE: Put the two sounds together, like this: *ah-oo, ah-oo.*

ALL: Ah-oo, ah-oo.

MOTHER TONGUE: Good. That's the sound you should make, not that horrible miaowing. Repeat after me: "I'm going down town now and all around the mountain." Try it first, How.

HOW: (*Not doing too well*) I'm going down town . . .

MOTHER TONGUE: No . . . dah-oon . . . tah-oon.

HOW: (*Better*) Dah-oon . . . down . . . tah-oon . . . town.

MOTHER TONGUE: You try it, Now . . .

They all have a turn until everybody does it properly.

BABY-TALK

When Father and Mother
And Sammy and *I*
Go out for our dinner,
We all order pie.
They don't need to ask
What dessert's going to be
For Father and Mother
And Sammy and *me.*

Do you know why *I* was changed to *me* in that little verse?

When you were a toddler and learning to talk, you probably said, "Me want to go out," or "Me go to bed now." It didn't take you long to learn to use *I*, but that old baby-talk *me* still gave you trouble. Those of you who had a brother, for example, were often heard to say, "My brother and me are going out." Sometimes you even said, "Me and my brother are going out."

Your parents and teachers kept checking you year after year, until gradually most of you learned to say correctly, "My brother and I are going out."

At this point you may have thought that you should *never* say "my brother and me". There you were wrong. Sometimes *I* is right and sometimes *me*. The only way you can be sure is to think of the sentence without the words *my brother and*. This is how it works:

1. *My brother and me went out.* (Right or wrong?) Take away the words *My brother and* and what remains?

   Me went out. (That is baby-talk. It should be *I went out.*) Therefore, you have to say *My brother and I.*

2. *There was a parcel for my brother and me.* (Right or wrong?) Take away the words *my brother and* and what remains?

   There was a parcel for me. (That is correct.)

Sometimes when you take away the *my brother and* part, you have to change one of the other words. What word would you have to change in this sentence? Why?

My brother and I were building a snow fort.

EXERCISE 1 (oral): I — Me

Are *I* and *me* used correctly in these sentences? Prove it.

1. Almost every evening my sister and *me* stayed up late to watch TV.
2. My aunt drove Mother and *me* over to see Great-grandmother Willis.
3. There was plenty of cold turkey for Daddy and *I* that week.
4. Jimmy Easton came along with Dad and *I* to watch me practise skiing.
5. It was snowing hard when my father and mother and *I* were coming home.

EXERCISE 2 (written): I — Me

Write sentences that contain the given words or expressions:

1. Mother and I, gave, box of chocolates
2. Mother and me, Mrs. Ellis, gave, box of chocolates
3. Mrs. Santa, smiled, Amy and me
4. Mrs. Santa, smiled, Amy and I
5. Jimmy and I, playing
6. with Jimmy and (I or me)
7. bus driver, angry, Bert and (I or me)
8. After we had emptied our stockings, my sister and (I or me)

He, She, and the Others

Baby-talkers have the same trouble with *he — him, she — her, they — them* that they have with *I — me*. Haven't you heard a baby-talker say, "Him and me will play against you two"?

Sometimes, though, you *must* say, "him and me". This sentence, for example, is correct: Uncle Joe gave *him and me* two dollars each. Do you know why?

EXERCISE 3 (written): I — Me, He — Him, etc.

Write sentences using these words:

1. she and I, found, puppy
2. her and me, found, puppy
3. they and I, toboggan, pulled
4. him and me, on the toboggan, pulled
5. Tommy and he, learning
6. for Tommy and (he or him)
7. you and me, can't see
8. them and me, Uncle Arthur, met

TALKING ALONE

When you go home tonight, jot down an idea or two to help you give a little talk that might begin like this —

1. I shall always remember 19.. as the year when I . . .
2. The most interesting thing that happened to me in 19..... was . . .
3. I wish I could live 19..... all over again.
4. In the year ahead I hope I will be able to . . .

When talking in front of your classmates, the main thing to remember is that they are your friends. Talk to them naturally and look at them. They are not out the window or hanging from the lights.

Sometimes a speaker will read or memorize his talk, but you shouldn't do it this time. Just talk. If you "dry up" or can't think of anything to say, don't worry. It's all among friends.

YOUR PAST

Do you remember a long time ago when you used to say, "He runned off with my ball," or "I growed two inches during the summer," or "She gived it to me"? Few of you in Grade Four would make those particular baby-talk mistakes, but you still make other mistakes like them. You may still be unsure about certain words that you must use when you are talking about the past.

Easy Changes

Look at these three columns of words showing the changes from *present* to *past* and to *past* with *have, has,* or *had.* Most boys and girls make these changes correctly in their conversations.

Present	*Past*	*Past with "have" etc.*
I learn	I learned	I have learned
You like	You liked	You have liked
He says	He said	He has said
She makes	She made	She has made
It means	It meant	It has meant
They fight	They fought	They have fought

Do you know any words that end in *g-h-t* and rhyme with *fought*? What is the present of these words?

Trouble-makers

Cover the words in the two past columns with a book so that you can see only the present column. Ask yourself what the hidden words are. Then slide the book down one line at a time to see if you were right. Whenever you make a mistake, write the correct words in your practice book.

Present	*Past*	*Past with "have" etc.*
I see	I saw	I have seen
You come	You came	You have come
He sings	He sang	He has sung
She knows	She knew	She has known
It falls	It fell	It has fallen
We give	We gave	We have given
You take	You took	You have taken
They write	They wrote	They have written
I begin	I began	I have begun
You go	You went	You have gone
He eats	He ate	He has eaten
She does	She did	She has done
It sinks	It sank	It has sunk
We speak	We spoke	We have spoken
You break	You broke	You have broken
They throw	They threw	They have thrown

EXERCISE 4 (oral): Using the Past Tense

Say these sentences, leaving out the *have*, *has*, or *had*. Change the word in italics if necessary.

1. It has *begun* to rain.
2. He had *worried* about catching a cold.
3. I have *seen* him only once in three years.
4. I have *ridden* in an airplane.
5. She has *broken* my new model.
6. They have *found* me at last.
7. He has *written* his thank-you letters.
8. This turkey has *lasted* all week.
9. They have *hurt* him badly.
10. I have *sung* every song in the book.
11. The poor puppy has *followed* me home.
12. They have *done* their homework.

EXERCISE 5 (written): Using the Past Tense

Write sentences using these words:

1. Alice, gone
2. Terry, taken
3. I, seen, ghost
4. cat, ate, fish
5. he, done, job
6. come, too late
7. snowballs, threw, window
8. letter, wrote, he, Aunt Clara
9. we, sung
10. where, went, don't know

EXERCISE 6 (oral): Changing from Present to Past; Using *Have* and *Has*

Put these sentences into the past tense. Then add *have* or *has* and make any necessary changes.

Example: He *goes* to school.
He *went* to school.
He *has gone* to school.

1. I want to play my new card game.
2. They sometimes come over after dinner.
3. They learn quickly.
4. I know all about that.
5. She talks too much.
6. He eats faster than I.
7. She often brings me candy.
8. That dog always runs after the postman.
9. I always choose my presents early.
10. They do a great deal of good.

11. I catch cold easily.
12. They sit around and do nothing.
13. He sings like an angel.
14. I give him a little push.

MORE ABOUT YOUR PAST (written)

1. Tell ten or more things which you did *last year*, using a different word in the past tense each time. For example:

   I saw Niagara Falls.
   I rode on a roller coaster.

2. Tell ten or more things which you have done *since you woke up this morning*, using the past with *have*. For example:

   I have dressed myself.
   I have cleaned my teeth.

WORDS THAT DON'T HAVE THE SAME MEANING

Study the words in italics. Do you see any difference in their meanings? Do you sometimes use these words wrongly?

1. My coach *taught* me so well that in two weeks I had *learned* how to play my position much better.
2. I *forgot* to *leave* my running shoes at school, Miss Johnstone.
3. I *took* them home by mistake and didn't *bring* them back.



EXERCISE 7 (oral): Teach — Learn, Bring — Take, Forget — Leave

Are the words in italics used correctly? Vote by hand with your eyes shut.

1. I *forgot* my lunch on the bus.
2. Did you *forget* to do your homework again?
3. Billy is *learning* me how to stand on my hands.
4. You'd better *bring* back Jerry's snow shovel to him. His mother phoned about it.
5. Our dog *brings* in the newspaper every night.
6. My father promised to *bring* me to France when he flies over next spring.
7. Dad *took* me to the basketball game last Thursday.
8. That girl always *brings* an orange here to eat at recess and *leaves* the peelings all over the floor.

MAKING SURE

A. (oral)

Which is the correct word? Prove it.

1. The game was all over when Jimmy and (*I* — *me*) arrived.

2. (*They — Them*) and (*I — me*) made a big snow fort.
3. I couldn't see Mother or (*she — her*) anywhere.
4. Dad and (*I — me*) had some hot chocolate.
5. Dad gave (*he — him*) and (*I — me*) some hot chocolate.
6. Can't Billy come with Uncle Earl and (*I — me*)?
7. His father took his cousins and (*he — him*) up to the big hill to slide.
8. He always tells his mother where (*he — him*) and his friends are going.

B.

Write sentences using these words:

1. never, seen, giraffe
2. Bobby, done, homework
3. doctor, come, to examine
4. who, went, hockey game
5. baby, outside, bare feet, ran
6. somebody, took, new pencil
7. jam sandwiches, eaten
8. feet, grown larger
9. Eddie, all the milk, drunk
10. concert, on time, began
11. Sally, dress, torn

HOLIDAY BOOKS

Did you receive or read a book during the holidays? Have you entered it yet in your Book Chart? Tell the class about it, or write a review.

In your review use *she — her, he — him,* etc., correctly, and use the right words to express the past tense.

The purpose of this unit is to give the pupil training in —

(a) understanding the relative importance of the beginning, middle, and ending of a paragraph;
(b) writing an arresting beginning and a conclusive ending;
(c) recognizing and using nouns and verbs;
(d) selecting vivid verbs;
(e) using a more varied vocabulary;
(f) distinguishing between *good* and *well.*

In this and Units Nine and Eleven the study of the paragraph is probably carried as far as it profitably can be in Grade Four. What the children have studied briefly about unity and coherence is restated and elaborated and they are given opportunities to evaluate examples and helped to express themselves more vividly and clearly. The challenge is greater than in previous units but the approach is still informal.

Taking its cue from the word *action,* this unit stresses the importance of verbs in vivid writing. As a further step towards effective self-expression, the children are shown the need for variety in diction.

Some teachers prefer the topics suggested in *Extras for Oscar* to those given in *Describing Action.* It makes little difference to the rest of the unit what topics are assigned and introduced so long as emphasis is given to paragraph structure and to the value of vivid verbs and variety.

By this time your more capable pupils should be able to help others with their proof-reading and editing. Appoint Editors to whom a young writer may read his work aloud. Editors may point out errors and give advice but should not rewrite.

Unit Eight

You Describe Action

"I saw a number of you at Western Rink late yesterday afternoon," Miss Johnstone began one mid-week morning. "I was driving home and stopped to watch you. Gracious, you certainly are more skilful than I was at your age! Why, I used to flounder around, my ankles almost scraping the ice, while you . . . !" Miss Johnstone raised her hands in admiration.

"Shirley," she continued, "what was that stunt you were doing, that one-foot glide? You stretched the other foot out behind you and held your arms like wings." Miss Johnstone showed what she meant.

"That's the Sparrow, Miss Johnstone," beamed Shirley. "I can do it backwards . . . sometimes."

"It's also called the Flying Angel," chimed in another girl. "I can't do it yet."

Someone else declared it was the Airplane, but Gerald Forbes was waving his hand, a look of scorn on his face. On a nod from his teacher he spoke up: "Please, Miss Johnstone, those are just kid names for it. My sister takes figure-skating lessons and she told me the right name. It's called the Spiral."

The children were very surprised to hear that. Were you?

CANDY COUNTER

A writer is like a small boy with five cents clasped in his hand, standing before a display-case of penny candy. For long minutes the boy studies the chocolate-coated chewy ones, the sugary gum-drops, the ju-jubes, and all the other goodies. Which, oh, which should he choose?

The writer also has to choose. The English language offers him a wide and wonderful choice . . . of words.

Instead of the word *children,* for example, you might use *youngsters, boys and girls, little ones,* or *toddlers.* Instead of *rink* you might say *sheet of ice, frozen pond,* or *winter playground.* When could a rink be called an *arena*?

What words might be used in place of these?

skate smoothly	glide *or* ...
skate clumsily	scrape along *or* .....
skate fast	speed *or* ....
skate among	weave in and out *or*
skate around	circle *or* ..

When you come to write one of the paragraphs in the next section, *Describing Action,* try not to use the word *skate* (or *skates, skated, skating*) more than you need to. Indeed try not to use any word over and over again if there is a sensible way to avoid it.

There is usually no very sensible way to avoid using common words like *I* or *we* in a paragraph about yourself. However, you don't need to begin sentence after sentence with them.



DESCRIBING ACTION

Write a paragraph entitled *Ice Frolics* describing what usually happens at *your* neighbourhood rink. Don't allow any hockey players on the ice this time. Names of games don't usually need capitals.

Some words you might find useful:

reached (for *got there*), boots or blades (for *skates*), laced or tugged on (for *put on*), thronged with (for *full of*), here and there (for *all over*), once in a while or now and then (for *sometimes*), a pair, a few, the rest, some, others, in the centre, in one corner, around the edge, by the boards, beginner, expert, show-off.

At the beginning of this paragraph you might only be watching. The middle sentences might tell what you saw, and at the end you might join the ice frolics.

or

Describe a *Hockey Practice,* not a regular game, at which a coach is giving instructions. What is the name of your team? Where and when do you usually practise? What generally happens at a practice session? What advice do you try to follow? You may use this as your final sentence, if you wish: *When it was time to break off, Mr. . . . . called, "OK, fellows. Now you're beginning to look like a real team."*

Note this spelling: Boys *practise* during a hockey *practice*. Do you see any difference in the *meaning* of the two words?

or

A small relative or acquaintance of yours is on skates for the first time. You are his instructor. What happens? Make up your own title.

or

Write a paragraph describing your first time on skates *or* any lesson in fancy skating you may have had.

PARAGRAPH PIE

A paragraph is like a piece of pie. First there is the tasty-looking top crust (the beginning sentences) to make your mouth water. Then comes the middle, the filling, the main part. Lastly there is the bottom crust (the ending sentences) to give you a final bite.

By far the most important part of a paragraph is the middle, the filling. Young writers sometimes forget this, as shown by the following paragraph:

My whole family had an outing at Bedford Rink yesterday afternoon. We played crack-the-whip. Mary Orr asked me if she could play with us. Of course we let her. We had heaps of fun. Then we went home and had something hot to drink before supper. I wanted to go back to skate but Mother said it was too cold and dark.

1. One sentence begins this paragraph and two end it. What four sentences are left?
2. Two of these four sentences are not really necessary. Which two? Why?
3. What, then, is the *real middle* or *body* of this paragraph? Does it do what the beginning promised?

EXERCISE 1 (oral): Judging a Paragraph

Both of the following paragraphs are very well written but one is a much better paragraph. Why? Which has the tastier top crust? Which has the thicker juicier filling?

BIG DAY

Betsy Anne leapt out of bed. This was the big day. She was going sliding with her friend Heather. Best of all, she was going to try out her new toboggan. She gobbled her breakfast, dressed, and headed for the hill on the snowy golf course. Heather was waiting for her. Soon they were sliding down the hill with the other children. At twelve o'clock Betsy Anne heard her mother's whistle. Her cheeks were so rosy they looked like two red apples.



DISHPAN FUN

One day I went with my sled to Fort Hill. When I reached the top, I saw boys and girls sliding down in boxes, pots, and pans. They were having such a jolly time that I asked one boy if I could have a turn on his big dishpan. You should have seen me skidding this way and that way, round and round. It was a crazy sort of ride, but what fun! When I finally tumbled out at the bottom, I said, "Give me a dishpan anytime!"

Good Beginnings

A good beginning informs the reader *what* the paragraph is going to be about. It usually answers the questions *who, when,* and *where.* An excellent beginning will do all that in a way that makes the reader's "mouth water" for what is to come.



Space Sled

You have a magic sled that will take you anywhere, anywhere in the universe. What would be the most marvellous sliding place you could think of — the handle of the Big Dipper, a bank of white clouds? Where do you go, and what do you do? Don't make this a dream, and don't bother to explain how you found your magic sled. It's just there, and you're on your way.

Frosty's Adventure

Frosty Snowman has an adventure. What happens to him?



The Queen's English

Word Families

Have you ever been pleased or embarrassed to hear grown-ups talking about you in this way?

"My gracious, Freddy, but you do look like your father!"

"Why, Frances, you're the living image of your grandmother!"

"I think Terry has his mother's nose but his father's eyes."

Just like children, words belong to families and have their family likenesses. Here are words, for example, that some of you used in your last compositions. All those in the left-hand column belong to the same family. They are all quite different, and yet they resemble one another in a certain way. The words in the right-hand column are members of another family entirely. How can you tell?

hill	waits
snow	shines
children	slide
girls	tumble
friends	laugh
father	pulled
air	blew
wind	nipped

Can you see the family resemblance? What is the big difference between the words in one column and those in the other?

The Work They Do

Two words, one from each of these families, can sometimes work together to make a sentence. For example:

Fish swim.
Rover barked.
Morning came.

Which of those words are *naming* something? Which words *express action* or tell what something does or did?

Here is a little "story" made up of two-word sentences. What work is each word doing?

Flags waved. Bands played. People cheered.

You can usually recognize the members of a word family by the work they do. Some words *name*. Others *express action*.

EXERCISE 5: Writing Two-word Sentences

Form sentences by using words that name or that express action. Do not write in this book.

1. Rabbits ..... .
2. ..... fly.
3. ..... gallop.
4. Men ..... .
5. Lightning ..... .
6. ..... rumbled.
7. ..... poured.
8. Betty ..... .

Continue the following by adding one or more two-word sentences, as shown:

Dawn came. Roosters crowed. Harry awoke.

9. Clowns tumbled.
10. Cars stalled.
11. Darkness fell.

Family Names

Every family needs a name. This poem tells you the names to use when talking about the word families you have now met.

Nouns are the things I see and touch
My *cake*, my *mother*, and my *ball;*
I like some nouns very much,
Though some I do not like at all.

Verbs are the things I do, and make,
And feel, in one way or another.
Thanks to verbs I *eat* my cake,
And *throw* my ball, and *hug* my mother.

Eleanor Farjeon

From *Sing for Your Supper.*
Published by J. B. Lippincott Company.

EXERCISE 6 (oral): Using Different Verbs

There is nothing wrong with any of the familiar verbs in these next sentences. A good writer, however, would sometimes use different ones that might make the idea clearer and stronger. What would *you* suggest?

1. We *put* our bicycles in the basement for the winter.
2. Sally *ran* upstairs.
3. The poor dog *went* under the sofa.
4. My dad will *fix* the truck for you.
5. We *walked* up the hill.
6. The little toboggan *went* down the long hill.
7. I *came* into the house all tired out.
8. In one corner I *saw* tiny tracks in the snow.
9. He *said* that it wasn't fair.

10. I *told* him exactly what I *wanted.*
11. We *put* the money into the box.
12. He *walked* away angrily.



Too Many "Got's"

Got is a useful verb with many meanings. Nearly always, though, there is a better verb, one that would give a clearer picture of what is happening.

Could you tell this story without using *got* or *get*?

I was eight years old when I *got* my puppy, Puggs. One day we were playing with his old tennis ball in our fenced backyard. I would toss it and he would *get* it and bring it back. Once the ball *got* near a hole under the fence and rolled out into the street. Puggs *got* through the opening and ran onto the street. There he stood, looking for his ball. Just then the traffic *got* heavier and Puggs *got* frightened. He didn't know enough to *get* back to the sidewalk. At last I *got* the ball and heaved it into the yard. Thank goodness, Puggs saw it, started to *get* it as usual, and *got* off the road.

Changing Families

Very often words can move from one family to another. When they do, they change their work. Here are some words that are working in different ways. Are they naming something or expressing action?

I went to the *show* at the Town Hall.
When my friends come over, I usually *show* them my model boat.
Please *show* me the way to the office.
Have you been to the Motor *Show* yet?
Let's put on a good *show* for our parents.
Let's *show* them what we can do.
Let's have a *show* of hands.

Complete the following to make sentences. What work are the words in italics doing in your sentences?

1. ..... on the sharp *skates*.
2. Mary certainly *skates* .....
3. All the *races* .....
4. She *races* after .....
5. *Turn* the .....
6. ..... my *turn*.

EXERCISE 7 (written): Using Words in Different Ways

Complete the following to make sentences. Notice how the words in italics change families.

1. His *face* .....
2. *Face* the .....
3. ..... these nasty little *flies*.
4. The old witch *flies* .....

5. Please *show* me the .....
6. ..... the *show* on TV last night.
7. Will you *place* .....
8. ..... his *place*.
9. Don't *jump* into .....
10. My *jump* .....

Do It Well

Is it correct to say, "I did good in my test"? Why? Listen to what sometimes happens in Mother Tongue's family.

MOTHER TONGUE: You naughty girl, Good! Why are you annoying Did? You know he is your brother Well's friend, not yours.

GOOD: But Well has all the friends, Mother. Why can't I play with Did?

MOTHER TONGUE: You have hundreds of friends your own age without bothering your brother's playmates.

WELL: That's right, Ma. Only babies say, "I did good in arithmetic."

GOOD: May I play with Read or Skate, then?

MOTHER TONGUE: Good gracious, no!

GOOD: (*Weeping*) Aw gee . . . People can't say, "I read good," people can't say, "I skate good." Can't people say *anything* good?

MOTHER TONGUE: Hush, child, hush. You can play with any Noun you want to, but you can't play with Verbs. People say, "I have *good skates,*" but not "I skate good." You can be "*a good reader*", but you can't "read good". You can find hundreds of playmates among the Nouns.

WELL: But leave my Verbs alone. If you *do* anything, you've got to do it *well*, see!

MAKING SURE

A.

1. In one or two sentences write a beginning for a paragraph about a hockey game.
2. In one or two sentences write a beginning for a story about a newcomer to Canada who had never seen snow.

B.

Rewrite these runaway and repetitious sentences, making any changes that you think would be helpful. Use fewer words.

1. One cold winter day Jimmy and I went out with my new toboggan and we went to Laurier Park and we went sliding.
2. Frosty's nose was made of a carrot and his eyes were made of coal and two oranges made his ears.
3. Last week Billy got a letter, it was from Aunt Alice, and it said she was coming on the Friday train and she was going to take him up north for some skiing.
4. We skidded right into a big drift of snow and the snow was cold and it started to drip all down my neck and it was sticking to my eyelashes and my face, too.

C.

Complete the following to make sentences. Notice how the words in italics change families. Write the family name over each word in italics. Do not write in this book.

1. I *hammer* ..... .
2. ..... a small *hammer.*

3. My last year's *skates* .....
4. Amy *skates* .....
5. ..... some pleasant *walks*.
6. Little Sue *walks* .....

D.

Change the verb in italics to another that expresses somewhat the same action. Try to make the picture as interesting as possible. Number your answers.

1. He *ran* to catch the bus.
2. Who is going to *fix* that chair?
3. The bird *went away* in the distance.
4. I *made* a quarter shovelling snow.
5. We *went* to Minneapolis in our new car.
6. The dog *scared* the poor canary.
7. I *got* an answer to my letter.
8. The dog *ran* after the ball.
9. The mouse *ran* into its hole.
10. He *held* my arm tightly.
11. The daffodils we potted last fall are *coming out*.
12. Why did you *take* that particular book?
13. Please *take off* your rubbers.
14. The snake *went* away in the grass.
15. We *went* off to the game happily.
16. The giant *went* out of the room angrily.
17. *Put* it in your trunk until next summer.
18. We *put* the flowers in the blue vase.

SQUEEKS GOES EXPLORING

Write a paragraph about a curious mouse who lives in your classroom cupboard. One night he comes out to explore. What strange things does he see, sniff, or nibble? What does he do? What does he finally discover that convinces him that school is a fine place?



If you prefer, write a story about any small curious animal (name?) exploring a strange place. It could be a wild animal on a tour of a country cottage or barn, or a puppy or kitten discovering the world outside his box.

Before you begin, discuss with your teacher some of the nouns and verbs you might use in this story. How would the animal move from place to place? Give him a name so that you won't need to use *he* all the time. Other words you might use instead of *he* are: *the little creature* . . . and . . . .

The purpose of this unit is to give the pupil training in —

(a) reporting orally after research;
(b) planning and writing a co-operative report;
(c) writing an individual report after research;
(d) using a dictionary and index;
(e) using reference books;
(f) dividing a report into paragraphs (introductory);
(g) recognizing and using singular and plural number;
(h) changing "y" to "ies" in the plural;
(i) distinguishing between *it's* and *its*.

Some Grade Four classes could easily attempt a broader and more difficult research-report project than this on the igloo, kayak, and Husky. Moreover, the best theme for research is one that springs more or less spontaneously from the curiosity of the children.

However, if you choose to plan your own research activity, you should still find use for the introductory material and exercises. You might also develop the unit so that the goal would be a series of reports on various aspects of Eskimo life. Whatever you attempt, you would be wise to provide the reporters with well-considered questions, which may develop through class discussion, before sending them forth on their quest for information.

The objectives of Unit Five, particularly *Arranging Facts*, are reviewed, and the *Making Sure* section consists of a fairly comprehensive review of usage, construction, and mechanics.

Note: "Igloo" is a general Eskimo term for "shelter" but has come to mean a winter shelter. Only in some parts of the Arctic are igloos usually made of snow. They are located near the sea.

Unit Nine

You Find and Give Information

What does your dictionary give as the meaning of the word *research*? How should that word be pronounced?

When you have found that information, and explained it to the class, you will have done in a small way what you will be doing in this unit.

Last fall you wrote a report, perhaps about your home. You were able to state the facts correctly because you already knew them. But suppose you were asked to report on some home you had never lived in, such as an igloo. How would you find out the facts? If you should state that Eskimos live in igloos which are built of snow, your report would not be wholly accurate. Do you know why?

Any book that might contain the facts you are seeking or the answers to your questions is known as a REFERENCE book. A dictionary is one example.

Do you know what an *encyclopaedia* is? Do you know the names of any? Have you one at home? Your teacher may show you one and tell you something about it.

What is an *index*? Have you ever consulted one? Why?

If you were writing an index, which of the words at the top of the next page would you place first? Why? In what order would you place the other words?

1. cheese, castle, chariot, camel
2. Africa, Asia, Europe, Australia, Antarctica
3. India, China, Russia, England, Indonesia
4. Quebec, Ontario, Alberta, New Brunswick, Nova Scotia

Each of the following words has more than one meaning and pronunciation. Use a dictionary to find the differences. Then write and read aloud sentences that will make the differences clear.

desert, present, refuse, house, close

HUNT-THE-FACTS (A Research Game)

1. Open an indexed Grade Four textbook at any page.
2. Read that page to find the name of something, any name except those of children or people in some story. For example, here are names that might be found on a page of a textbook in social studies: Sahara Desert, Nile River, oasis, Bedouins.
3. Check the index to see if the name you have chosen and the page number are there. Where does this index tell you to look for facts about farming in Holland?

E

Egypt, 154-173
electrician, 20-22
Eskimos, 63-66

F

farming
  in Egypt, 157-159
  in Holland, 92-95
  in Israel, 181-186
  in Switzerland, 107
festivals
  Dutch festivals, 98
  Jewish festivals, 192
  Lapp festivals, 146
  Swiss festivals, 121
fishing, 96, 101-108

4. On a slip of paper write a question using that name.

This must be a question that you yourself can now answer because you have read the information on that particular page. For example, you might ask:

What is an oasis?
Who are the Bedouins?
Where is the Sahara Desert?
Through what country does the Nile River flow?

5. Proof-read your question. Don't forget any necessary capitals and punctuation marks.
6. Hand your question to your teacher. It may have to be changed slightly.
7. Your teacher will select a question, read it, and write the clue name on the board.
8. The class will find the sentences that give the correct answer.

Be sure you can answer your own question.

REPORTING AFTER RESEARCH

A Group Report

Select one or two of the following questions to answer after research. If you do any of the work at home, you may ask your parents or an older friend to help you. Your teacher may give some of you a special text or reference book to read or take home. If you do not understand a word in the book, consult a dictionary before asking about it.

Discuss your answers with the class. There may be differences of opinion.

Finally suggest sentences for a group report written on the board.

IGLOO

FIRST PARAGRAPH

1. What *exactly* is an igloo?
2. Why do Canadian Eskimos often build theirs of snow? What is the usual shape and size of a snow-igloo?
3. What kind of snow is used, and how is it put together to form a livable home?
4. Where is this family shelter usually built? Why?

SECOND PARAGRAPH

5. How does one enter an igloo? (Explain this in ten words or less.)
6. How is an igloo heated and ventilated?
7. Where does the family sleep?
8. Are there any furnishings or utensils?
9. What might be some of the discomforts of living inside a saucer of snow? What might an Eskimo say in reply to your opinions?

If you have time, make a neat copy of the group report for your composition file or book. Proof-read it carefully.

PARAGRAPHS AND PARTS

Did any of you wonder why it was suggested that you write your report in two paragraphs instead of one? Isn't every sentence in your report going to be about one thing, an igloo? Why then should you use two paragraphs?

Study a page in one of your textbooks in social studies. Are you, the reader, pleased that the information is not given in one solid mass of sentences without paragraph breaks? Why?

Read some of the paragraphs aloud. Why do the breaks come where they do?

YOUR OWN REPORT

Find the answers to *one* of these sets of questions. If you do not understand the meaning of any word in your reference book, look it up in a dictionary.

After you have done that, write a paragraph report. *Try very hard to use your own words rather than those in the reference books.*

KAYAK

1. What is a kayak? Do many Eskimos use one now?
2. How big is one and how is it constructed?
3. How is it propelled?
4. Where does the paddler sit and how is he protected from the icy Arctic seas?
5. Is it particularly safe? What makes it a fine craft for a seal hunter?





Eskimo Dog

1. Are dogs necessary to man in the Arctic? Why?
2. Is there only one kind of Eskimo dog, the Husky?
3. Why is this breed suited to the work it has to do?
4. How would you recognize one?
5. Would you call the dog gentle and suitable for a household pet? Would you like to own one? Why?

Note: *Husky* is often given a capital unlike *spaniel*, *terrier*, and *collie*.

or

Write a paragraph called *It Tastes Good in an Igloo* or *Dressing for the Arctic*.

or

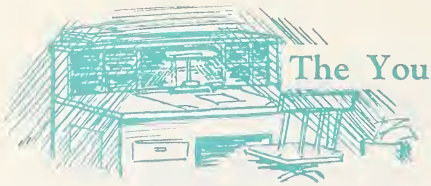
Write a paragraph giving information about anything strange you have learned from reading any encyclopaedia, book, or magazine.

"The boys were familiar with the breeds of work dogs that are the northland's beasts of burden, the Samoyeds of Siberia, the Huskies of Greenland and Labrador, the Malemutes of Alaska. They knew dogs as boys further south knew the models of bicycles and motor cars . . . Her winter coat had come in, fully bushy, spotless. The plume of her tail flowed forward, flat along the back, nearly to the shoulder. Her feet were compact and round, with closely bunched toes. The breadth of skull between her eyes gave space for a brain. Her eyes were deeply inset, her bones massive. She was deep in the chest, strong in the foreleg. Ears erect she watched the stranger's approach, moving in front of her master in a way that combined dignity with protection."

From *Hudson Bay Express* by Robert Davis
Published by Holiday House.

"For summer travel by water the Eskimos have a kayak, a fishing boat, and the umiak, a family boat, sometimes called the women's boat. The kayak is a very light canoe made of skin stretched over a frame of bone or wooden ribs. It is often as long as 20 feet, but never more than 20 inches wide. The round opening in the middle, where the paddler sits, has a sort of apron which he can fasten around him to make the boat absolutely water-tight. When a boy is ten years old, he is taught to use the kayak, and he learns to use it with great skill. Many Eskimos in Alaska and Greenland now own motor boats."

Adapted from *The World Book Encyclopedia*,
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The Young Editor's Desk

EXERCISE 1 (oral): Proof-reading and Editing

A careful editor could find at least two mistakes in each of these examples. Can you spot them? Can you pack the ideas more tightly, using fewer words?

1. Kayaks are eskimo fishing boats, they are from sixteen to twenty feet long and very light.
2. There is a little hole in the middle that is where the paddler sits, he has a sort of apron.
3. Today are fewer kayak's because ordinary canoes and motor boats are more practical.
4. Huskys are very strong, they can haul heavy loads on there sleds.
5. When the team is pulling the sled. One dog has a longer harness. Because he is the leader.
6. In the middle theres a opening where one person can slip in.
7. The puppies are playful, but strangers shouldnt get to friendly with a grown dog.

EXERCISE 2 (oral): Nonsense

Why are these sentences nonsensical?

1. Huskies have coarse hair on the outside and soft hair on the inside.
2. Eskimos live in the North Pole.
3. Huskies have a fluffy tail that flows forward with round feet.
4. Its muzzle is long and it has a bushy tail with slanted eyes.

EXERCISE 3 (oral): Arranging Facts

Study the changes made in this report. Why were they made?

Before

The Husky has a plumed tail, sharp ears, and is very strong. His eyes are slanted and he can stand the cold. A team can pull a sled with a very heavy load. He has thick fur.

After

The Husky has a plumed tail, sharp ears, and slanted eyes. He is very strong and a team can pull a sled with a very heavy load. His thick fur helps him stand the cold.

EXERCISE 4 (written): Arranging Facts

Write the *numbers* in the order in which you think the sentences should go. The first and last sentences are right. Discuss afterwards.

1. I'm glad I am a Canadian.
2. I like the Canadian climate.
3. Ours is a rich country with fine farms and valuable mines.
4. Canada is a free country.
5. The summers are warm for swimming and other water sports.
6. Our cities and towns are growing because there are many good jobs in factories.
7. In winter Canadians skate and ski in the brisk air.
8. Our laws are good and just.
9. We Canadians have a great future.

EXERCISE 5 (written): Arranging Facts

In every sentence one or two words are in italics. Arrange those words in the order in which you think the sentences should go. Just write the *italicized* words.

Huskies are usually a greyish or fawn *colour*. Eskimos use them for *pulling* sleds. They can be as *fierce* as a wolf. Their strong haunches and *legs* are good for running. If harm is approaching, they will *protect* their master. Huskies are the *work* dogs of the north. Their tails are long and bushy and their *fur* is very thick. *Never fool* with a Husky!



The Queen's English

Words and Numbers

Why is it sometimes necessary to say *boys* rather than *boy*, *they* rather than *he*, *we* rather than *I*?

Which of these words express the idea of *more than one*?

child — children	leaf — leaves	them — it
her — she	this — these	his — their

In which of these sentences does *you* mean more than one?

1. You, Tommy, are a nuisance.
2. You are all nuisances.
3. You are right.

Should you use *is* or *was* when you are talking about one person? When should you use *does*?

How many people are you talking about when you say *gives*? Why is it wrong to say "She *give* me some money"?

How would you write these sentences if you were talking about more than one person or thing?

1. He is a good player.
2. That was a funny story.
3. I am eating an apple.
4. She doesn't like it.
5. You are a polite child.
6. You were late, my dear.

(Notice that we never say *you is* or *you was*.)

EXERCISE 6 (oral): Using the Right Number

Explain what is wrong in each of these examples.

1. Kayaks are Eskimo boats. It is long and narrow.
2. Most Eskimos today use motor boats which holds the entire family.
3. The Husky thrives in cold weather but don't look so alert during the summer.
4. These dogs deserve its name because of their great strength.
5. Such dogs have wedge-shaped heads, a flat skull, deep-set eyes, and a short neck.
6. Each family have a team of dogs.
7. A Husky don't like to work hard unless he is fed well.
8. The Eskimo driver give a snap of his whip, and off they go.
9. These boats are made of wooden or bone ribs with skins stretched over it. It is designed for one person.
10. This work dog is very fierce, but their masters rely on them.

What does your dictionary give as the meaning of the words *singular* and *plural*? Is there anything about the word *singular* that suggests *one only*? *Plural* and *plus* both begin with the same three letters. How does your dictionary define *plus*? How do you use the word in arithmetic lessons?

What is the correct way to spell the plural of Husky? Does your classroom dictionary give you that spelling?

Does the *s* at the end of these words show that they are plural: the *Husky's* fur, the *kayak's* length?

Does your classroom dictionary tell you how to spell the plural of baby, lady, toy, monkey?



Extras for Oscar

1. Is there anything you know from your reading or from personal experience that might be interesting to your classmates? The subject could be a person, animal, place, or occupation — anything you wish. You may look for information in an encyclopaedia or other book of reference, but if you do, don't just copy what you read. Give the information in your own words.
   Remember that in a good report the beginning and ending usually tell about the subject as a *whole* and all the sentences are arranged in some sensible order.

2. Like the Eskimos, the Indians of North America invented ways of travelling by water and over snow. Explain their inventions in a two-paragraph report starting something like this:

   Two means of transportation invented by the Indians to help them hunt in summer and in winter are the ..... and the .....

3. Write a report on one of these topics. Try to use your own words, not those of the reference book.

Camels	Reindeer
Skis	Sampans

TWO LITTLE DEMONS

How does your dictionary define the word *apostrophe*? Why is one necessary in these examples?

I *didn't* bring my running shoes.
You're not old enough yet.
Did you see *Billy's* fish?

This next sentence is perfectly correct. What do you notice about the word in italics?

The Husky likes *its* fish raw.

An apostrophe is needed in *Billy's fish* but not in *his* fish or *its* fish. When *it's* is written with an apostrophe, what does it mean?

In which of these sentences is *it's* used correctly?

All *it's* tires are flat.
That's the way *it's* made.

In which of these sentences is *its* used correctly?

If *its* cold out, put on your lined windbreaker.
The poor thing had lost *its* way.

EXERCISE 7 (written): Its — It's

Write sentences using the words in brackets:

1. about the weather today ..... (*it's*)
2. about a new car ..... (*it's*)
3. about the schoolroom flag ..... (*its colours*)
4. about a sleeping bird ..... (*its*)

MAKING SURE

A.

There are several mistakes in this beginning to a story about a skating suit. Study it carefully and answer the questions at the end.

"Why cant I sit in the window and watch the people go by sighed Susie Skating Suit she was a fine velvet outfit lined with scarlet satin although Mabel, her cousin, was no prettier, mr. Klein had given her a good seat where she could watch the crowds passing his Junior miss shop poor Susie was very unhappy in her stuffy box under the counter.

1. Write correctly the six words that should have capitals.
2. Write correctly the word that should have an apostrophe.
3. Write the word *by* (second line) and add the marks that should follow it.

B.

Each of these sentences contains *one* mistake. Write your correction. Number your answers.

1. There was only four cookies left in the jar.

2. They stayed in the yard until the big dog run away.
3. There grandmother has a big house.
4. The starved cat lapped it's milk gratefully.
5. Yesterday our teacher give us a test in arithmetic.
6. That programme comes on to late at night for children.
7. We're not allowed to play in Mothers room.
8. We use to climb the apple tree in our backyard.
9. If your going to be mean, I won't play with you.

C.

Write *one* sentence that will state these facts without any unnecessary words or clumsy repetitions.

1. The Negritos of Malaya use a blowgun. They use it for hunting.
2. The blowgun is a hollow bamboo tube. It has a mouthpiece at one end.
3. Into this end the hunter slips a dart. The dart is about the size of a steel knitting needle.
4. They kill birds and small animals with this blowgun, and sometimes they even kill monkeys with a blowgun.
5. The darts are tipped with poison. They make the poison from the sap of a certain tree.

D.

Write sentences using these words. Add *have* or *has* if necessary.

1. went
2. sung
3. tore
4. done
5. broke
6. worn
7. ran
8. seen
9. took
10. give

E.

These sentences are not arranged in a sensible order. Write the numbers in the order the sentences should come in a paragraph. Discuss afterwards.

1. How glad everyone is when the journey's end comes in sight!
2. The Arabians always set out early in the morning when it is cool.
3. There may be no spring or well for miles and miles.
4. Travelling across the desert is not very pleasant.
5. For food they take dried dates and some cheese.
6. In the middle of the day it is too hot to travel.
7. They also have to carry all their water with them.
8. Camels and drivers like to rest when the noon sun blazes down.
9. If they wandered from the way, they might die of thirst.
10. After their rest they set out again.

EXTRA PRACTICE (if you need it)

A.

Write the *eight* words that are in need of capital letters:

Ever since Danny had received his new skates the weather had been too poor to use them the rink at weldon park was more like a swimming pool every afternoon groups of unhappy boys could be seen looking it over and hoping that the thaw would come to an end at last one night the temperature began to drop by the next morning it had fallen to ten degrees with a whoop of joy Danny grabbed his skates and hockey stick it had been a long long wait.

B.

Change the words in italics to the past tense:

1. I *see* what you *mean*.
2. She *comes* every day.
3. They *go* to the library on Thursday.
4. He *gives* me higher marks.
5. I *write* to him every month.

C.

Change the words you have just written to the past tense using *have* or *has*.

D.

Combine these ideas into one sentence:

1. Harry and Joe were at the circus. They were watching the clown. He was funny.
2. He made comical faces. He turned somersaults.
3. He finished his tricks. The children laughed. They clapped their hands.
4. The clown bowed low. He bowed to the two boys. He threw them kisses.

GRADE FOUR REVIEW

Write a report on some topic connected with what you have been studying in social studies, science, health, or reading.

Decide what questions you will need to answer in your report. Arrange your facts in some sensible order.

or

Write a report about some movie you have seen in school or about some school broadcast.

The purpose is to give the pupil training in —

(a) understanding the tone and appropriate content of a thank-you note, invitation, and reply;
(b) dropping the final *e* before suffixes;
(c) avoiding over-worked words;
(d) recognizing and using the future tense;
(e) using forms that may be either present or future;
(f) distinguishing *sure* — *surely*, etc.;
(g) using abbreviations.

This unit should cause no particular difficulty and your class may already have had a real occasion to write a thank-you note, invitation, or reply. If so, the first part of the unit could be skipped.

Unit Ten

You Write Special Letters

Last fall you studied how to write a *friendly letter*. A *special letter* is just a friendly polite note that has to be written for some particular reason.

One example is the thank-you letter you write to someone who has done you a favour or sent you a gift. Another example is the note you might take to your parents inviting them to attend some school gathering.

Read the following letters and answer the questions that come after them.

Apt. 252, 7291 Eglinton Ave.,
Toronto, Ontario,
January 18, 1960.

Dear Mary,

Can you come to my birthday party on Friday, January 28? We'll start at four o'clock and Daddy will drive you home at about seven. Mother has promised a new game to play for a surprise. Please phone and say you'll be here.

Your friend,
Shirley Henders

P.S. Wear the new dress your grandmother made for you. I want to see it.

24 Park Row,
Forest Hill Village,
Toronto, Ontario,
January 20, 1960.

Dear Shirley,

I'd love to come to your birthday party on Friday, January 28, at four o'clock. I'm glad you're going to play a surprise game. I'll have a surprise for you, too. Can you guess? I am looking forward to sharing your happy birthday.

Your friend,
Mary Ferliss

P.S. I wanted to write instead of phoning, so that I could use my new note-paper.

1. Shirley's letter is called an in . What would you call Mary's?
2. What information do both letters give? Why do you think Mary should repeat it?
3. The purpose of each letter is stated in the opening sentence. Where else is it stated in a different way?
4. Are there any extra touches that make the letters sound friendly and polite? What do you think *P.S.* means?
5. How does your dictionary define *abbreviation*? Find two abbreviations in Shirley's heading. What are the abbreviations for *Street, Drive, Crescent, Road, Boulevard*?

(Note: Abbreviations are not considered polite and in letters are used only to help the spacing. They are acceptable in arithmetic examples and class notes but not in a composition.)

1999 Nelson Street,
Vancouver, B.C.,
March 18, 1960.

Dear Aunt Frances,

Whenever I open a parcel from you, I know there is going to be something special inside. This birthday it was a Swiss wrist watch, a real beauty! I cannot thank you enough.

We had a small family party and wished that you, Uncle Edwin, and little Anne could have been with us. I hear she's walking now. Does she play with Scamper?

Again thanks a million for the watch. Now I'll have no excuse for being late for supper.

Affectionately,
Bertie

1. How many sentences are really saying "thank you" in different ways?
2. Do you think it is a good idea to repeat your thanks at the end of the letter? Why?
3. Why do you think this letter was written in three paragraphs instead of one?
4. Do you think the letter would be as friendly and polite if the second paragraph went like this? What is the big difference?

   We had a small family party and went to a Walt Disney movie. In the morning I tried out my new roller skates on the way to school. I can go really fast.

5. What abbreviation is used in the heading? What abbreviations are used for the names of the other provinces? (*For research*)

HOW TO WRITE IT

When writing a thank-you note, an invitation, a reply, or any other kind of special letter, you should —

1. Begin with a sentence or two that explains why you are writing.
2. End with a sentence or two that gives the same explanation in a different way. (This is not always necessary.)
3. Give all necessary information about times and places.
4. Add something extra that is polite and friendly. Try to write about the other person rather than yourself.
5. Be *brief* but not *abrupt.* (*See dictionary.*)

WRITING A SPECIAL LETTER

Have you and your classmates any *real* reason for writing a special letter? Here are some ideas:

1. a letter of congratulation to someone you know
2. a letter of appreciation to a teacher who has done something for the whole school
3. an invitation to another class, challenging it to a quiz or spelling bee or suggesting a get-together to read stories, poems, and compositions
4. a "fan note" to someone who conducts a children's programme on TV

If there is a reason for sending a special letter from the whole class, each of you try writing it. Discuss your results and then give them to a committee of two or three. They will write the final letter and mail or deliver it.

"E's" THAT AREN'T EASY

All the italicized words that follow are often misspelled by children in their letters. Can you see why? Are any of them on your own spelling list?

hope — *hoping*	love — *loving*
come — *coming*	have — *having*
write — *writing*	invite — *inviting*

What happens to that final *e* when *ing* is added?

It would be easy if final *e*'s were always dropped, but now look at these words:

sincere — *sincerely* love — *lovely*

Then just to be nasty, that *e* decides it is doing too much work before *ly* and you have:

true — *truly*

E also causes trouble when it comes next to *i*. Let's see if you can spell these words correctly. When you have finished, check each one in the dictionary.

Dear Aunt May,

Mother rec... ved your picture yesterday, and showed it to her fr... nds. I bel ...ve you look like me.

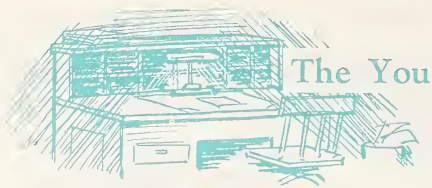
Your n.....ce,

Heather

EXERCISE 1 (written): Adding *ing*

Add *ing* to each of these verbs, making any changes necessary:

keep, take, cry, tap, tape, trip, share, stoop, step, shove, have, dine.



The Young Editor's Desk

Poor Tired Words

What changes did these young writers make when they edited their letters? Do you like the changes? Why?

1. Thank you for the wonderful baseball glove.
   Thank you for the big league baseball glove.
2. It was nice of you to buy me those lovely ski socks.
   It was thoughtful of you to buy me those comfortable woolly ski socks.

Again and again lazy writers use words like *lovely, wonderful, nice, beautiful,* and *marvellous.* There is nothing wrong with such words, and they do sound appreciative; but readers sometimes don't pay very much attention to them. They have been used too often.

Whenever you start to use such a word, you should stop and ask yourself this question: *What makes this particular thing lovely, or nice, or wonderful?* Perhaps you will then think of some word that will give the reader a clear unexpected picture of what you are talking about.

EXERCISE 2 (oral): Over-worked Words

Who can think of an unexpected word that gives a clear and true picture?

1. a wonderful sled
2. a nice day for skiing
3. a perfect day for swimming
4. a cute puppy
5. a marvellous time at your party
6. a lovely box of candy
7. a lovely doll
8. a sweet dress
9. a swell pair of skates
10. a beautiful sweater
11. a nice man

EXERCISE 3 (written): General Editing

There is *one* mistake in each of these sentences. Make the corrections.

1. Your coach says you may be traded to are team.
2. I was waiting for Mother to by me a new pair.
3. I have to sign off now as the bedtime bell has rang.
4. I sure hope you can come.
5. I am taking the readers part in the play.
6. We could play with my dog, Laddie. You could bring Blackie to.
7. It sure was exactly what I needed.
8. The ice-cream and the cake was delicious.
9. When I heard you had gave birth to a baby boy, I was delighted.
10. I have wore them every day.
11. I hope you are happy because your going to Alberta.
12. How is Aunt Mary, Babs, and Chuck?
13. I am writing to thank you for giving my brother and I five dollars each.
14. The slippers fit just perfect.
15. I enjoyed it most when your father brought us swimming.

EXERCISE 4 (written): Sentence Recognition and Construction; Writing Clearly

Proof-read these examples carefully to see if you can find where —

(a) sentences or questions are not properly marked,

(b) too many ideas are joined in one sentence (run-away sentence),

(c) words are repeated in a clumsy and unnecessary way,

(d) sentences do not express what the writer meant.

Rewrite, making any changes you think necessary or helpful.

1. I hope you will come to visit us this summer, if you do be sure to bring Bonny.
2. Auntie Selvina and Uncle Melton are also invited and you and Daddy and Auntie Selvina and Uncle Melton will be able to meet my teacher.
3. I would like you to come to school next Thursday at seven o'clock. To see our French play, it is very good.
4. We will start at five and we will finish at seven.
5. Would you like to come to our school concert, there will be Ukrainian folk songs.
6. Last Saturday I played hockey with it. I scored three goals with it.
7. During the art lesson Miss Hayes let us make cards for our mother.
8. I almost showed the new raincoat to everybody in the neighbourhood.

9. We are sorry that you were absent from Sunday School as we are going to have a picnic at Sunday School and the teacher is going to give us something to take home and we can hang it up in our rooms, it is a motto.

IMPOSSIBLE PARTIES

Write to a classmate, inviting him to a party at which the main entertainment will be something ridiculous such as a lion hunt, dinosaur racing, a trip to Mars. Be serious about it. Try not to use any "poor tired words".

When you receive your invitation, write a reply stating why you can't come. Your reason may be a ridiculous one.



The Queen's English

A New Tense

In these sentences the verbs change tense. What does that mean?

1.(a) I *am writing* to thank you for the box of water-colours.

(b) I *have written* all my thank-you letters.

2.(a) Uncle Bob usually *gives* me two dollars for my birthday.

(b) Uncle Bob usually *gave* me two dollars for my birthday.

There are other ways by which a verb changes its tense. Notice sentences 1 (c), 2 (c), 2 (d), in the next examples. What has happened?

1.(a) Our Cubmaster *tells* us what to do.
(b) Our Cubmaster *told* us what to do.
(c) Our Cubmaster *will tell* us what to do.

2.(a) I *see* the Ice Show every year.
(b) I *saw* the Ice Show last year.
(c) I *shall see* the Ice Show this year.
(d) I *am seeing* the Ice Show next Thursday.

Did any of you use the word *future* when you were trying to explain these changes? How does your dictionary explain the meaning of the word *future*?

"Shall" and "will" are often used to express the future.

They *will go* in their new car.
Will you *go* in your new car?
We'*ll go* in our new car.
Shall we *go* in our new car?

Sometimes the future tense looks exactly like the present. The verb hasn't changed at all. Only the idea has changed.

Is the tense present or future in these examples?

1. *Mother*: Where are you off to in such a hurry?
You: I *am going* to the rink, Mother.
2. *Mother*: When are you going to Betty's party?
You: I *am going* at three o'clock.
3. *Mother*: Are you having a good time together?
You: We *are having* trouble with this puzzle.
4. *Mother*: Lunch will be ready in half an hour.
You: I hope we *are having* hot dogs.

EXERCISE 5 (oral): Recognizing Present, Past, and Future Tense

Are these verbs in the present, past, or future tense?

1. They *made* me captain of the team.
2. I *want* to play goal keeper.
3. You *will find* it in my top drawer.
4. He *has gone* to Calgary.
5. They'*ll have* their chance soon.
6. Charles *is coming* in now.
7. Charles *is coming* on Friday afternoon.
8. I *hope* you like it.
9. We *shall take* the bus.

EXERCISE 6 (written): Recognizing Present, Past, and Future Tense

Write each italicized verb and state its tense.

Dear Auntie Kay,

I *am writing* to thank you for the shiny leather purse you *sent* me. It just *matches* my new red shoes. I *shall look* very smart going to Sunday School.

Cousin Joe *has* a new baby sister. I *saw* her the day she *came* home from the hospital. Billy *is seeing* her tomorrow.

Thank you again for the exquisite purse, and tell Uncle Harry I'*ll write* him this afternoon. I *hear* you *are coming* to see us soon.

Your loving niece,

Harriet

TICKLING YOUR MEMORY

1. Give some examples of nouns.

2. Can you find the four nouns in this sentence?

   The skates were so dull that Gary tumbled on the ice and twisted an ankle.

3. One of those nouns is *plural.* Which one?

4. Use the word *skates* in a sentence, but make it a verb.

5. When you use the word *skates* as a verb, is it singular or plural? How do you know?

6. Should you use *I* or *me* in the next sentence? Prove it.
   Mother is taking the baby and .... to the doctor.

MAKING SURE

A.

Write the *six* words that are in need of capitals.

Dear aunt Maudie,

Going to visit you is always a treat but visiting you at camp is something special the trails in the woods gave me a new adventure every day and your beach had the softest sand I had ever stuck my toes in we told mother that your old fashioned Yankee breakfast with blueberry pie would be a good idea for us thank you again for inviting ellen and me

Your niece,

Patty

B.

Rewrite the following in fewer words and get rid of the clumsy repetitions.

1. Last week Miss Holden took our class to the art gallery. She also took the other Grade Four class.
2. Mother is going to Cornwall for a week and she will stay with her sister so Daddy and I will have to keep house alone so Granny is coming over after school to make supper.
3. We go skating at the corner rink and sometimes we go skating at the big rink in Westminster Park.
4. Billy got a sled and Janie got a sled, too, and little Sharon got a fluffy bunny.
5. We went down town to change my shoes. They were too small so we went to change them.

C. **(oral)**

JACK AND THE BEANSTALK

Answer each question in two ways. In your first answer use the past tense of the verb in italics; in your second answer use the past with *has*.

1. Where did Jack *take* the cow?
2. What did the old man *give* him for the cow?
3. Where did Jack's mother *throw* the beans?
4. How high did the beanstalk *grow*?
5. What did Jack *see* when he climbed to the top?
6. Where did he *go* inside the castle?
7. What did the giant *eat* for his supper?
8. When did the giant *fall* asleep?
9. What did the harp *begin* to do?
10. How fast did Jack *run*?



Extras for Oscar

Try not to use any "poor tired words" or clumsy repetitions in these letters.

1. Write an invitation to the Easter Bunny to attend a party. Why do you want him to come? What or whom would you like him to bring? What will you do to entertain him?

2. Write his reply. (Where does he live?)



3. Write a letter to Mr. Downy Snowfall thanking him for all the pleasure and beauty he brought into your life this past winter. For this letter you might use some of these words:

   drift, cover, covering, bank, mound, whiteness, flakes, puffs, fluffy, smooth, dazzling, brilliant, peaceful, scene

"We love to *play* in you." What would be a good substitute for that verb (not *have fun*)?

EXTRA PRACTICE (if you need it)

A.

Rewrite the following making any changes you think are necessary:

1. We have learned two songs about rabbits and we are going to sing them for you and then we are going to give a little Easter play for you and then we are going to serve cabbage tea.
2. I am very sorry that I can't come to your party because I have a bad cold and so Mother says I have to stay in bed because she doesn't want me to give you a cold, so I can't come.

B.

Write abbreviations for the days of the week and for six months of the year.

Write the abbreviations for *Street, Avenue, Crescent, Number, Ontario, Quebec.*

C.

Rewrite these sentences, changing the words in italics. Use words that would make the sentences more interesting. You may make other slight changes if you wish.

1. The snow *fell* to the ground. (not *dropped*)
2. We *went* outside to play in the park. (not *ran*)
3. We *played* in the *snow*.
4. We *made* a fort.
5. We *threw* snowballs.
6. The snow was *pretty*. (not *beautiful*, *lovely*, or *wonderful*)
7. We had *lots of* fun.
8. When lunch time came, we *came* home. (not *went*)

D.

Complete these sentences. In the first, use the verb in the present tense. In the second, use it in the future tense:

1.(a) He is speaking .....
(b) He is speaking .....
2.(a) They are arriving .....
(b) They are arriving .....
3.(a) We are moving .....
(b) We are moving .....
4.(a) Someone is coming .....
(b) Someone is coming .....

HIGH THERE

Tell the story suggested by the picture as if you were the owner of the cat, a friend of the owner, or Puss himself.

Unit Eleven

You Use Detail

As your teacher reads this poem to you, listen carefully to find answers to these questions:

1. Exactly who were there?
2. What were they digging and with what?
3. What did they do to the worm?
4. How did they sit to watch the worm?
5. How did the worm feel to the touch?
6. How did the worm move?
7. What did Will say?

THE WORM

Dickie found a broken spade
And said he'd dig himself a well;
And then Charles took a piece of tin,
And I was digging with a shell.

Then Will said he would dig one too.
We shaped them out and made them wide,
And I dug up a piece of clod
That had a little worm inside.

We watched him pucker up himself
And stretch himself to walk away.
He tried to go inside the dirt,
But Dickie made him wait and stay.



His shining skin was soft and wet.
I poked him once to see him squirm.
And then Will said, "I wonder if
He knows that he's a worm."

And then we sat back on our feet
And wondered for a little bit.
And we forgot to dig our wells
A while, and tried to answer it.

And while we tried to find it out,
He puckered in a little wad,
And then he stretched himself again
And went back home inside the clod.

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HOW DID SHE DO IT?

The Worm tells a very simple story. When the author first thought of it, she may have jotted it down like this:

> My friends and I were digging. I found a worm. It tried to get away but we stopped it. Then someone said, "I wonder if he knows that he's a worm." We thought about that until the worm went back into the earth.

That has the makings of a good little story because of the idea, "I wonder if he knows that he's a worm," — an odd thing for a youngster to say. It sounds *real,* not made-up. Also no one has ever written about that idea before; it is *original.*

Still, what you have just read has only the makings of a good story. The author had to add a bit here, a bit there, and to think of words that give a clear picture. *She had to fill in the details that make a story come alive.*

All of you can improve your writing by trying to do that. Your story does not need to be exciting or funny. It just needs *to seem real.* If you add true details and words that will make a reader think that he is right there, in the story, you will become a much more interesting writer.

THOSE EXTRA TOUCHES

Here are two simple, real stories written by Grade Four children. The second version is the way each story appeared in an Oscar Book. The first version is the same story with details left out.

Study the two versions to learn how stories can be improved if authors try to answer these questions:

1. Exactly who?
2. Exactly what?
3. Exactly how?
4. Exactly how did things look, or feel, or sound?

Notice that most of the details and picture-making words come in the middle, not at the beginning or end. Remember your slice of paragraph pie.

SOUNDS IN THE NIGHT

Before

At night I like to listen to the sounds in the house. I lie in bed and wonder what is going on. I know that I am safe because someone is in the house.

After

At night when I am in bed, I like to listen to the sounds in the house. I lie very still and hold my breath, wondering what is going on outside my room. Are those Mother's footsteps tip-tapping into the kitchen? Now she is filling the kettle for a cup of coffee. In the living room Daddy is rustling his newspaper. If the house is very quiet, I can sometimes hear my brother James down the hall, munching an apple as he does his homework. I snuggle down in my warm bed and know that I am safe. Someone friendly is in the house.

HOUSEKEEPING FOR A TURTLE

Before

I have a turtle. He requires a lot of work. I have to change his water and feed him. Every day I take him for a walk. He never says "Thank you", but I think he knows I am trying to keep him alive and happy.

After

> Peter, my baby turtle, lives in a big glass bowl on my dresser. He requires a lot of work. Every morning before I go to school, I have to change his water and rinse the rocks and shells that make his home. The water must not come above his tiny feet. He has special food that Mummy buys at a Pet Shop, and I scatter it upon the water. At lunch time and after school I hurry home to walk my little Peter in the sun on the window-sill. Most of the time he just sits in his bowl, waiting for me. His head is poked up and he is as still as one of his rocks. He never says "Thank you", but he blinks his eyes at me. I think he is trying to say, "You are a nice girl to keep me alive and happy."

THE ACTUAL WORDS

Conversation is a kind of detail, and you can usually improve a story by using the actual words that somebody said. The best thing in *The Worm* was little Will's "I wonder if he knows that he's a worm."

Do you remember how to punctuate conversation?

How would you punctuate the following?

1. I could hear my mother saying hasn't anybody seen my glasses.
2. I wish I could jump like a grasshopper sighed Jeremy.
3. Look here I growled that's mine you have your own shovel.
4. My father said that he would buy me a new one.

Were any of you fooled by that last one?

What were the actual words that were spoken? Does the sentence give those exact words? When should you use quotation marks?

USING DETAILS IN A STORY

Here are some stories written without the details that would make them seem real and interesting. Try to expand one of them into a story that a reader might enjoy.

SOUNDS OF THE MORNING

I like to lie in bed and listen to the sounds of the morning. I can hear many things. They all tell me that another day has begun.

(If you write this one, don't use the word *sound* more than once. Ask yourself what is the *exact* sound. Your teacher may wish to discuss some of the sounds of morning with the whole class.)

LOST PLAYMATE

Once I had a ..... which I liked to play with. I lost it. I looked for it, but never found it. I sometimes wonder if anybody is playing with it now.

or

Once I had a ..... which I liked to play with. I lost it. I found it. It isn't the same but I still love it.

MAKING FRIENDS

A dog and his masters moved into the house next door. My dog saw him. They made friends and played together. Now they are chums.

(What verbs might you use to describe the play of dogs: *scamper, romp, roll, leap, race, chase, nip, struggle, pretend, bound, pounce,* any others?)

PLAYING ALONE

When I have no one to play with, I like to I am happy doing this. I wouldn't want to be without friends, but sometimes I am glad to be alone.

PAYING ME BACK

My pet is a bother sometimes but he pays me back in many friendly ways. He has his own way of saying "Thank you".



The Young Editor's Desk

Judging Stories

Which of these are the best stories? Why? What details remain in your mind?

MARY JANE'S STORY

Mummy gave me a very lovable doll for my fourth birthday. Her name was Dew because she was so sweet and fresh-looking. Dew had a light blue dress with a pocket for a penny. Her cheeks were the colour of roses and her eyes were as blue as the sky. I lost Dew on the train going to Watertown. Where are you now, Dew? Are you still adorable? I miss you so.

ANDY'S STORY

When I was seven, one of Daddy's friends gave me a toy steam shovel that worked by batteries. It would pick things up, swing around, and drop them into a truck. But I am careless with my toys, and in a few weeks I lost my

wonderful shovel. I cried for a while, but I stopped when Mother said, "A toy is only a toy and not worth all those tears. Anyway you haven't searched hard enough." I started looking again and can you guess where I found it? It was out in the garden among the flowers. Mother had put it there to teach me not to leave my toys around in the yard.



EDWARD'S STORY

My neighbour, Alan, and I like to play catch on our driveway. We always use my ball, a beauty that cost three dollars. One day I went to get it but it was nowhere to be found. A week later I was crawling around under the porch, and there was my ball. Some dog must have been playing with it because it looked chewed. Right away I went to Alan's house, but he wasn't home. Nobody else wanted to play with me. I had to play by myself. It was more fun than doing nothing because I had found my ball. I hope I never lose it again.

BETTY'S STORY

When I was a little girl about your age, Sally, I had a pink-cheeked China doll which I loved dearly. One day

I lost her. She wasn't in my cupboard, my room, the back porch, or any of the places where I used to play with her. I cried and cried and wouldn't eat my supper. "I hate food," I wept, and ran up to my room. At last Mother came upstairs and told me she would buy me a new doll. When she did, I forgot all about my other one. Yes, I did. I grew to love my new playmate just as dearly. So you see, Sally, you shouldn't cry. Mummy will buy you a new dolly. Maybe it will be even prettier than the one you lost.

Judging Class Stories

Listen to your classmates reading their last stories aloud. Did the beginning sentences catch your attention? Did they use good details or any unexpected words? Did any parts seem to need more details? Might any parts have been shorter?

EXERCISE 1 (oral): Proof-reading and Editing

There is one mistake in each of these examples. Who can find and correct it?

1. Sometimes when I play with my two trains, theres a crash.
2. My father started learning me how to make it go.
3. One night I heard a tap on the window. I look out to see who was there.
4. One afternoon when me and my cousin were playing together, a strange thing happened.
5. I was so scared that I fell of my chair.

6. Mothers and fathers trying to please their children.
7. There's always two or three naughty children in the crowd.
8. I lived to far from the store to walk back.
9. They went to the game all by thereselves.
10. All the shoppers were stoping at our booth.

EXERCISE 2 (written): Constructing Sentences

Some of these sentences are too long and repetitious. Others are too short and jerky. Some are not properly punctuated. Rewrite them as best you can. Don't change or add to the details.

1. I woke up and went to the Christmas tree and opened one of my presents and inside I found a doll how surprised I was to have another doll.
2. One Christmas I received a bike. It was a beauty. It was a racer. The colours were blue and white.
3. She had blond hair and rosy cheeks. And I liked that doll the best of all my dolls. Because the other dolls were old and dirty.
4. Once I had a toy clown with red cheeks and a long nose and a dotted suit and odd socks.
5. I was six years old when I got a beautiful doll for Christmas. I got the doll from my mother and father.
6. I was playing in the woods one day. I stopped to pick some berries. I left Teddy under a tree. Then I came back and couldn't find him.
7. When I went to camp. I took the game with me, it was left behind on the train.

EXERCISE 3 (oral): Conveying Meaning Clearly

Do you notice anything strange or funny about the meaning of these sentences? How would *you* state what the writer meant?

1. When I was three years old, it was winter time.
2. It was about a foot long in length.
3. It was my favourite doll because it was the only one I had.
4. I came home from my aunt's house when I saw a beautiful doll on my bureau.
5. I tried to look for her but I couldn't find her.
6. I couldn't see him anywhere in sight.
7. She wasn't spoiled at all. She looked just the way I lost her.
8. The little train puffed through tunnels and rocks.
9. Poor Bunny was all full of mud.
10. Father bought me an electric train and my brother.
11. On the twenty-fifth of December it was Christmas.



Extras for Oscar

1. Do you remember something your little brother (or sister) said or did that showed you he was growing up and couldn't be fooled by one of your tricks? Fill in the details to make a little story.



2. Has your father ever helped you out of some scrape with a neighbour? Tell us about it.

3. Do you like pretending? When, what, and how?

4. Do you have some special game you invented by yourself or with one of your friends or relations? Is it a secret? Would you mind sharing it with the class?

5. What piece of advice has your mother given you that you think will be helpful all your life? How did she come to give it?

6. Has anything happened to you recently that might make a good story?



A New Family of Words

You may remember that words belong to families, and that those families have names. For example, the word *boy* belongs to . . . what family? Is the word *comes* a member of the same family as *boy*? Why?

Some members of another family, almost as large as the Nouns and Verbs, are introduced to you in the left-hand column below. How do these words differ from those in the right-hand column? In what way are all the words in the left-hand column alike?

sunny	day
two	children
red	jackets
wet	mittens
sticky	snow
good	fun
fat	snowman
hotter	sun
little	puddle

The words to the right are all naming something and are called, of course, nouns. The words in the other list are all telling you something about the nouns. *They are describing the nouns, adding extra touches or details.*

EXERCISE 4 (oral): Using Words that Describe

What words would you suggest to Bannertail the Squirrel to help him make this plea?

> I am the . . . squirrel who lives in the . . . tree in your . . . yard. All the . . . food I stored for the winter is gone now and I am . . . and . . . . Could you spare a . . . scraps of bread for me? One or . . . nuts would be simply . . . . You are . . . people, I know, and will want to help a . . . , . . . squirrel.

Can you think of any sentences to add that might make Bannertail's appeal sadder or stronger?

USING YOUR SENSES

Choose one of these topics. As you write the paragraph try to use words and expressions that will make a reader see, feel, taste, smell, or hear what you are describing.

Feast at Our House

> Possible openings: *No question about it, my mother can cook! . . .* or *. . . There's no better place to be than our house at Sunday dinner time. . . .* or *. . . Just smell that aroma coming from the kitchen!*

What colour is the food? Is it firm, juicy, fluffy, bubbling? How does it feel as you bite into it?

What words might you use to describe a delicious roast? steaming gravy? whipped potatoes? cauliflower? lemon pie?

How do you and the others show your appreciation of the family feast?

FAVOURITE SPOT (OR VIEW)

Is there any place in the country, at the lake, or in your garden or home that is particularly dear to you? Why? What do you usually do there? When do you usually go? What do you watch or listen for? With whom do you sometimes share the beauty or cosiness of this place? Try to make a reader share your affection for this favourite spot by the words you use to describe it.

EXERCISE 5 (oral): Recognizing Different Uses of a Word

Are the words in italics *naming* something or *describing* something?

1.(a) He has *red* hair.
(b) They call him *Red.*
(c) *Red* is one of the primary colours.

2.(a) My what a *cold* night!
(b) I have a *cold.*
(c) Don't go out in the *cold* without your scarf.

3.(a) In England a candy is called a *sweet.*
(b) What a *sweet* face!
(c) This pudding is too *sweet.*

In the following examples are the words in italics used as a *noun* (to name), as a *verb* (to express action), or as an *adjective* (to describe)?

4.(a) He has *wet* feet.
(b) These rubbers will keep out the *wet.*
(c) The rain *wet* the grass.

5.(a) I will *box* your ears.
(b) He has a *box* of toy soldiers.
(c) He will take a *box* lunch to the picnic.

6.(a) Have you a *paper* route?
(b) Daddy is going to *paper* that wall.
(c) May I see the *paper*?

7.(a) Turn on the *light*.
(b) *Light* the lamp, please.
(c) Can you give me a *light*?
(d) We heard a *light* step on the stairs.

8.(a) Will someone please *pass* the peanuts.
(b) Catch that *pass*, boy!
(c) I *passed* by your house yesterday.
(d) That verb is in the *past* tense.
(e) Grandpa has had an exciting *past*.

THE UNWANTED "THEM"

Now and then children use *them* instead of *these* or *those*. They say, "Look at them boys," when it should be "those boys".

One can say *good* or *bad* boys, *tall, short, fat,* or *thin* boys, *these* or *those* boys . . . because all those words are adjectives. But *them* is not wanted in the Adjective family.

Listen. . .

MOTHER TONGUE: What's the matter, dearies? Bad news?

PAPA ADJECTIVE: We just received two more letters from words who want to join the Adjective family.

MAMA ADJECTIVE: Always more work, always more bother!

MOTHER TONGUE: I know exactly how you feel. Who is it this time?

PAPA ADJECTIVE: The first letter is from one of the Nouns, a Miss Soap.

MOTHER TONGUE: You can't keep her out, I'm afraid. People say "soap flakes" and "soap dish".

MAMA ADJECTIVE: People! They make me sick! (*Sighing*) Well, tell Miss Soap she may come, but she'll have to sleep with the baby.

PAPA ADJECTIVE: The other letter is from a Mr. Them. It's the fourth time he's written.

MAMA ADJECTIVE: I don't care if he writes a million times. Never will that sneak enter my home!

MOTHER TONGUE: Most certainly not!

MAMA ADJECTIVE: You tell him that our twins, These and Those, are quite able to do their work, thank you, and don't need any help from a Them!

PAPA ADJECTIVE: I quite agree. We mustn't let our own little Adjectives become lazy.

MOTHER TONGUE: I've been meaning to speak to you about Careless, your son. He's been talking to Mr. Them on the sly, I'm afraid. Yesterday I overheard him saying, "Where are *them* letters?"

MAMA ADJECTIVE: (*Horrified*) *No*! Why the . . . the . . . little . . . *traitor*!

PAPA ADJECTIVE: Be calm, my dear. I shall attend to the boy . . . (*Calling*) Careless, I want to speak to you!

These — Those — Them

Which of these sentences would annoy Papa Adjective?

1. Get *them* things out of my way.
2. Get *them* out of my way.
3. I think I saw *them* children over on the next block.
4. I think I saw *them* over on the next block.
5. As soon as my skates came, I tried *them* out.
6. You'll have to get *them* skates sharpened.
7. These mittens are mine and *them* are yours.
8. I found *them* behind the radiator.

When Hilda Conkling wrote this poem, *Dandelion,* which has been printed in many collections of verse, she was younger than you. It doesn't rhyme, but that doesn't matter. Many good poems don't rhyme. What *does* matter is that Hilda had *imagination.* She looked at an ordinary dandelion and it made her think of a little soldier in a golden helmet, standing stiffly on guard. Then she asked herself "Why?" and, lo and behold, she had a truly delightful poem!

DANDELION

O little soldier with the golden helmet,
What are you guarding on my lawn?
You with your green gun
And your yellow beard,
Why do you stand so stiff?
There is only the grass to fight!

From *Poems by a Little Girl* by Hilda Conkling. Copyright, 1920, 1947, by Hilda Conkling. Published by J. B. Lippincott Company.

Look at and think about some ordinary thing — a cloud, a star, a tree in April, a tulip shoot, a white gate, an old fence, a stalk left over from last fall, the first crocus, the first robin. Does it make you think of some kind of person or some other thing entirely? Might you ask it a question, or give it some advice? What would you write if you were Hilda Conkling?

MAKING SURE

A.

If the word in italics is correct, write C. If not, make

the necessary correction. Number your answers.

1. The ball landed near *an* open gate.
2. Yesterday while watching my goldfish, I *seen* the strangest thing.
3. When Googy barked, the hair on the cat's back *stands* up stiff.
4. Sometimes I tease him but he *doesn't* mind too much.
5. By now I was *to* old to play with teddy bears.
6. The baby sparrow had been pushed from *its* nest by a cowbird.
7. I named him Fuzzy *he* was the softest rabbit a little boy could want.
8. The garter snake slithered *off* into the grass.
9. The minute I saw it, I *new* it was mine.
10. I am glad there *is* no more mean boys like him around here.
11. I have never *forgot* her.
12. One day I *forgot* it in the park.

B.

1. Rewrite this as one good sentence.

   I was seven years old when I received my cat. My cousin gave him to me on my birthday. He was a black and white cat.

2. This is a runaway and repetitious sentence. It should be written as two or three sentences. The words *started, rain,* and *outside* are repeated in a very clumsy way. Rewrite it.

   When my mother called me to lunch, I went in and left my doll outside, and then when I started to go outside again, it started to rain, and my doll was left outside in the rain.

C.

Write each italicized word.
State whether it is a noun, verb, or adjective.

We *searched* everywhere in the *cabin* and on the *shore* for my *yellow rubber horse*.

EXTRA PRACTICE (if you need it)

A.

You will remember that a verb often changes after *have, has,* or *had.* You say *I saw* but *I have seen.*

The same word that you use after *have* is often used after *is, was, are,* and *were.*

Write sentences using these verbs:

1. were seen
2. was rung
3. is torn
4. was thrown
5. is gone
6. was run over
7. was written
8. is broken
9. was taken
10. are stolen
11. are worn out
12. was done

B.

Write the last word of each sentence and follow it with the proper punctuation. There are seven sentences.

April is one month I detest it's so sloppy on all the streets yesterday while Mother and I were waiting for a bus a big car roared past and splashed gutter mud all over our stockings Mother yelled after the driver but he sped right on we had to hurry home and change before we could continue down town why can't drivers be more considerate oh, how I hate April



APRIL DAYS

Does the above picture remind you of anything that has happened to you? Write about it, using details and picture words that will help readers to share your feelings. (Title: *Wet April*)

or

What are some of the things you like about early spring? Make a reader share your delight by the pictures you make him see. (Title: *Sweet April*)

or

What are some of the things you dislike about April? What can't you do that you long to do? Does your clothing seem unbearable? Why? What does *changeable* mean? How does April weather sometimes ruin your plans? (Title: *Nasty April*)

Note to Teachers — Unit Twelve

The very practical objectives of *listing* and *joining* are the concern of this unit. The pupil is given practice in —

(a) writing listing sentences;
(b) using commas to separate items;
(c) writing a column of items;
(d) maintaining repeated form in the items, and using verbs to begin them;
(e) summarizing information, instructions, and reasons;
(f) using the colon and dash to indicate a list (introductory);
(g) answering in a listing or two-part sentence;
(h) recognizing and using joining words: *when, while, as, although, because, as soon as, before, until, whenever, who, which, that, etc.;*
(i) using *who* and *which* correctly.

Unit Twelve

You Take Short Cuts

"Now, let me see," said Miss Johnstone, looking at the book in which she kept plans for the day's work. "This morning we are going to study how to write a list; this morning we are going to do some arithmetic problems, page 103; this morning we are going to start a new story in our reader; this morning we are going to practise some of our choral speaking selections; and this morning we are going to listen while Sally and Gerald tell us about children who live in desert countries. That will be the work for this morning."

She closed her book and glanced around the class. Not a smile crossed her face. The children were looking at her in a puzzled way. Two or three were giggling.

"What's the joke, Janet?" Miss Johnstone asked.

"You said it in such a funny way, Miss Johnstone," said Janet Scott through her giggles.

"Wasn't it the right way to say it?" asked Miss Johnstone, opening her eyes very wide.

"Oh, Miss Johnstone! What are you trying to do?" chuckled Janet.

"Do?" repeated the teacher. "Why I was just trying to tell you that this morning we are going to study how to write a list; this morning we are going to do some arithmetic problems, page 103; this morning we are . . . "

But she got no further. The children were laughing too hard.

"Please, please!" protested Miss Johnstone. "Tell me what's the matter. I want to *know*!"

Do you think Miss Johnstone had some reason for talking in that odd way? If you can't guess, read on.

Clue: What was the first lesson going to be?

LISTING

Probably every day of their lives people have to list things in their speaking and writing. Even such an ordinary sentence as this one is an example of listing:

> For Easter Mother promised to buy me a spring coat, a straw hat, and a pair of white gloves.

That sentence is a short cut, a short way of writing three sentences:

1. For Easter Mother promised to buy me a spring coat.
2. For Easter Mother promised to buy me a straw hat.
3. For Easter Mother promised to buy me a pair of white gloves.

Why write three or four sentences when one will do? Is the second example that follows any less clear or interesting than the first one? Why does it sound better?

1. Yesterday I helped Daddy clean out the garage. We threw away two piles of rubbish. Then we arranged the paint cans neatly. We also cleaned the brushes. After that we oiled the lawnmower. Daddy also let me help him sharpen the shears.

2. Yesterday I helped Daddy clean out the garage. We threw away two piles of rubbish, arranged the paint cans neatly, cleaned the brushes, oiled the lawnmower, and sharpened the shears.

Notice where the commas are placed:

For dinner we are going to have baked ham, potatoes, peas, and cherry pie.

Jerry, Peter, Hank, and I all won prizes.

COMMAS ARE USED TO SEPARATE THE ITEMS IN A LISTING SENTENCE.

EXERCISE 1 (written): Writing Listing Sentences

Combine these sentences into one properly punctuated listing sentence:

1. The doctor said a school lunch should consist of whole wheat sandwiches. There should also be some fruit. He said you should drink a glass of milk.
2. After supper we sat around the fire. We popped corn and played snap. We also did some puzzles.
3. When I was in New York, my aunt took me to the Empire State Building. We also saw a show at Radio City Music Hall. We also went to the Hayden Planetarium and a puppet theatre.

Lists in Columns

Probably somewhere in your classroom there is a list of instructions something like this:

INSTRUCTIONS FOR INDOOR FIRE DRILL

1. Stop whatever you are doing at the sound of the alarm.
2. Form two lines at the door.
3. Walk swiftly and silently to the proper exit.
4. Halt there, silent, facing the exit.
5. Return to the classroom on signal.

Notice that every item is written in as few words as possible and begins with a verb. The list would not be so clear or easy to remember if it were written like this:

1. At the sound of the alarm you must stop whatever you are doing.
2. Then you should form two lines at the door.
3. You will walk to the proper exit as swiftly and as silently as you can.
4. When you reach the exit, stand facing it and remain silent.
5. After the signal return to your classroom.

Writing Lists

Choose one of the following assignments and make a numbered list of four or five rules. Before you write, discuss with your classmates the items that should be listed. Remember that every item should begin with a verb. Note the use of the *colon* (:).





Safety Rules for Cyclists

Every boy or girl who rides a bicycle should bear in mind these safety rules:

(Some of these verbs might be useful to begin the items: *ride, stop, signal, keep, check, watch, stay.*)

Table Manners

These are some of the table manners my parents have tried to teach me:

(Some of these verbs might be useful to begin the items: *sit, use, keep, eat, pass, ask.* Try not to use *don't.*)



Sentence Glue

In all the following examples certain words are used as a sort of glue to join two sentences into a single longer one. Find those words.

1.(a) I was all packed to go to camp.
I caught the mumps.
(b) I was all packed to go to camp but I caught the mumps.

2.(a) Mother came home from the hospital. Dad and I cleaned every room in the apartment.
(b) Before Mother came home from the hospital, Dad and I cleaned every room in the apartment.

3.(a) The snow-blower is a huge iron monster.
It shoots the snow off the streets.
(b) The snow-blower is a huge iron monster that shoots the snow off the streets.

4.(a) Butch pulled hard at his leash.
I had to let go.
(b) Butch pulled so hard at his leash that I had to let go.

5.(a) My little sister is a pest sometimes.
I love her very much.
(b) Although my little sister is a pest sometimes, I love her very much.

Three times you found those very useful glue-words in the middle of the long sentence where one would expect them. Twice, though, they were at the beginning.

EXERCISE 2 (oral): Sentence Construction

Separate each of these long sentences into two short ones. *Omit the joining word.*

1. On Sunday I went to church *and* wore my new hat.
2. It rained on Sunday *but* I wore my new hat just the same.
3. *When* I went to church last Sunday, I wore my new hat for the first time.
4. Next Sunday I'm going to wear it *unless* it is a rainy day.
5. *Since* it is brand new, I am not allowed to wear it to school.
6. I am not permitted to wear it *if* it is a windy day.
7. *Because* our puppy chewed my old hat, I have to wear my new one every day.
8. I'll wear my new one *until* it wears out.
9. *As* Mother was shopping one day, she spied it in a store window.
10. There is the store *where* Mother bought my new hat.
11. That is the saleslady *who* sold it to her.

EXERCISE 3 (written): Sentence Construction; Using Joining Words

Join each pair of sentences. Choose your joining word from those given. Choose the one that seems most sensible.

1. We were on our way to school. Two big boys threw snowballs at us.
   (*after, while, because*)
2. I can't ride my bicycle today. The rear wheel is bent.
   (*because, when, until*)

3. They won't let us in. We have our parents' permission.
(*if, because, unless*)
4. My older brother teases me sometimes. We usually get along fairly well.
(*although, when, as*)
5. I am only ten years old. I can't play on the team.
(*after, since, whenever*)
6. The traffic was held up. The two wrecked cars were towed away.
(*until, if, although*)
7. We ate many hot dogs. We had no room for the chocolate brownies.
(*when, before, so ..... that*)
8. I was drawing a picture of some trucks. I was going to enter it in a Y.M.H.A. contest.
(*which, while, after*)
9. The wind seemed to be pushing me. It wanted me to go somewhere.
(*when, as if, since*)
10. On our block lived a bigger boy, a bully. He used to take my toys.
(*who, although, if*)
11. There is a strong wind on the lake. My dad won't let me take the boat out.
(*if, after, unless*)

SUBSTITUTES FOR "AND"

The only joining word that some young writers seem to know is *and*. It is one of the most useful joiners in the English language but still it shouldn't be made to do *all* the work. Often a substitute can be found that will join the sentences in a tighter and more meaningful way.

EXERCISE 4 (oral): Sentence Construction; Using Joining Words

Change the following sentences so that the joining word is not *and*. Use the more sensible of the given substitutes.

1. I came home from school and changed into my old jeans.
   (*while, after*)
2. Daddy returned from one of his trips to Halifax and brought me a model schooner.
   (*when, whenever*)
3. Toby saw the troublesome new dog nosing around and chased him home.
   (*as soon as, as*)
4. After that Jerry and I had a turn and the others watched.
   (*when, while*)
5. I lie in bed in the morning and I can hear the buzz of Dad's electric shaver.
   (*whenever, as soon as*)
6. I was only two years old and wasn't allowed to play outside the yard.
   (*since, although*)
7. The water was cold and my teeth were chattering.
   (*so ..... that, if*)
8. You come over to my house and I'll show you my scrapbooks.
   (*if, as*)
9. I waited on the corner and my mother came.
   (*when, until*)
10. Our school has a new gym and we play basketball after school.
    (*where, if*)
11. I showed my ticket and they wouldn't let me in.
    (*after, although*)

EXERCISE 5 (written): Constructing Sentences; Using Joining Words

Rewrite the following using a sensible substitute for *and*. Try several before you make up your mind. See how many different ones you can use in the eleven sentences.

1. Penguins are strange little black and white birds *and* live in Antarctica.
2. My clothes were sopping wet *and* I had to go home.
3. He sees me coming home from school *and* runs to meet me.
4. The teacher showed us how to use the index *and* we found the information.
5. I ran hard *and* was all out of breath.
6. Timmy was a little dog *and* he had a fierce bark.
7. You lend me your book *and* I'll let you have mine.
8. The grown-ups played cards *and* the children watched television.
9. There was one deeper place in the stream *and* we boys used to go swimming.
10. We waited twenty minutes in the shelter *and* the rain finally stopped.
11. I was turning the corner *and* my front wheel skidded.

Who and Which

As you have seen, *who* and *which* may sometimes be used instead of *and*. This is how it is done:

1.(a) Once there was a rich gnome *and* he was very greedy.

(b) Once there was a rich gnome *who* was very greedy.

2.(a) He had dozens of pots of honey *and* he kept them in a locked cupboard.

(b) He had dozens of pots of honey *which* he kept in a locked cupboard.

3.(a) One day he had a visit from the king of the gnomes *and* the king said, "Look here, I want one of those pots."

(b) One day he had a visit from the king of the gnomes, *who* said, "Look here, I want one of those pots."

4.(a) "I am giving a party *and* I want it to be the best ever."

(b) "I am giving a party *which* I want to be the best ever."

If you want to find out how that story ends, you'll have to finish it yourself. It was put in here just to show you that *"who" is used for people* and *"which" for things.* We say, "The person who . . . ", not "The person which . . . ".

EXERCISE 6: Using *Who* and *Which*

Rewrite these sentences changing *and* to either *who* or *which.*

1. Once there was a king and he was very cruel.
2. He lived in a castle and it was made of black stone.
3. The castle stood on a hill and the hill was near a small town.
4. An old woodcutter lived in this town and he was very poor.
5. He had one silver spoon and he polished it every day.

ANSWERING

A surprising number of the answers you give in school and out might take the form of a listing sentence or a sentence in two parts joined by *who, which, that, where,* or *because.* Let's examine a few excellent answers given during a review:

TEACHER: What is a jungle? Yes, Helen. . . ?

HELEN: A jungle is a kind of forest *that* grows in very hot and rainy lands.

TEACHER: Billy, can you tell us who the pygmies are?

BILLY: They are small natives *who* live in the jungle.

TEACHER: What do pygmies eat? Yes, Alice . . . ?

ALICE: They eat fish, birds, small animals, and fruits.

TEACHER: Where do you think they might build their little huts? Ernie . . . ?

ERNIE: Near a river, or some place *where* the hunting is good.

TEACHER: Pygmies wear little if any clothing. Why? Sammy . . . ?

SAMMY: They don't wear much clothing *because* the climate is so hot.

Most of us would leave out the first half of Sammy's sentence in our answer. We would simply say, "Because the climate is so hot." However, the first part is still there, in the minds of the speaker and his listeners. Nobody misses it, so it doesn't need to be used.

But readers are not listeners. Readers expect answers to contain all the parts necessary to make the meaning completely clear. Indeed, if Sammy had to write his answer, he couldn't begin with the word *they.* He would have to use *pygmies.* Why?

Would Helen have to change her answer if she wrote it? Would Billy and Alice need to change theirs? What would Ernie have to add to his answer?

ANSWERING AFTER RESEARCH

Answer any three of these questions in a listing sentence. Use a textbook index to help you find answers.

1. Name four foods that help to build strong teeth. (*Index*: teeth)
2. Name three foods that most Chinese children would have for dinner very often. (*Index*: food, of Chinese)
3. How many continents are there, and what are their names?
4. Name four animals that live in the far north.

EXERCISE 7 (written): Research; Using Two-part Sentences

Answer any six of these questions in a sentence with two parts joined by one of these words: *who, which, that, where, because.* A dictionary may help you with some of the answers.

1. What is the heart?
2. What are germs?
3. Why should children drink milk?
4. What is the Congo?
5. Why do nomads usually live in tents?
6. What is a rubber plantation?
7. What is a desert?
8. Why is the climate of Egypt suitable for growing cotton?
9. Why do many Norwegian farmers live near the sea?

NOTE TO TEACHERS

Substitute questions directly related to the course of study if these prove unsuitable.

LISTING REASONS

If you were asked what you would like to be when you grow up and to state your reasons, you might answer in this way:

I would like to be a nurse when I grow up because nurses —

1. help the sick,
2. meet many people,
3. learn how to care for themselves and their families,
4. have exciting adventures,
5. are needed everywhere.

Notice how every one of those items follows sensibly and naturally after the last word *nurses* of the beginning part.

What punctuation marks are used in that kind of a list? Where do they go? A colon (:) is often used instead of a dash(—).

Why are *help*, *meet*, *learn*, etc., not spelled with a capital?

What would you like to be when you grow up? Write a beginning part and list three or four reasons as shown in the example.

MAKING SURE

A.

Does the word in brackets begin a new sentence? Write it with or without a capital as necessary. Number your answers.

1. He needed a new pair of skis (*His, his*) old ones were too short.
2. When he was only six years old (*His, his*) father gave them to him.
3. Mother wouldn't let me ride on the roller coaster (*Because, because*) she said it might make me sick.
4. After Lanny gave her his life belt (*She, she*) was allowed to play on the raft.
5. If you see the baker going by (*Tell, tell*) him I want some crusty rolls.
6. We didn't watch where we were going (*A, a*) big moving van barely missed us.
7. A little boy lived over the store (*He, he*) didn't have many playthings.
8. Whenever Mother takes me down town shopping (*We, we*) go to a restaurant for lunch.

B.

Write sentences containing these words or expressions.

1. there, three reasons, why I want to be a
2. Jim, done, research, to find the answers
3. money, Sally and me, gave, old man
4. don't like spinach (Don't use *I, we,* or *you.*)
5. he didn't want, them, skates, to use
6. sang, good
7. which I like very much
8. Gordon and I, to the show, Jerry, took
9. he, right, you, wrong
10. where, went, I told
11. answers, written, in their books
12. I knew her as soon as I . . .
13. my father, brought
14. hear

C.

Choose any *one* of the following openings and add to it three items in the form of a list in a column. You may add more items if you care to.

1. Mrs. Smith is my favourite teacher because she —

2. To win a ..... Badge, a Cub (or Brownie) must complete the following badge work:

3. When writing a story (or report) I should try to do the following:

4. I help my father (or mother) by —





Extras for Oscar

1. An important feast is being given by the head man of a native village in a jungle *or* on an oasis *or* on Baffin Island. Write the menu, making it sound delicious. You may illustrate it.
2. As the secretary of your club (What is its name?), draw up a list of rules and regulations. Does your club have a crest or motto to go at the top of the paper?
3. Write a list of the food you would buy for Sunday dinner. Give it a title.
4. Write a list of your five favourite books. Explain what you are listing.

Note to Teachers — Unit Thirteen

This unit gives the children a chance to review and practise the various types of writing they have been studying all year. It should be taken in conjunction with the unit that follows, which reviews particular skills, so that instruction and practice will be intermingled and related.

Unit Thirteen

Your Spring Bouquet

"Today is a big day for me," Miss Johnstone announced to her class one bright morning in spring. "Before breakfast I looked out my dining room window and there, down in the rock garden, I saw a bit of yellow. My first tulip was in bloom."

"Ours came out ages ago," Shirley Henderson boasted. "Daddy planted them in a warm spot next to a basement window."

"Lucky you," smiled Miss Johnstone. "But this was the very first tulip I have ever grown. I remember when I planted the little brown bulbs last October. Now here they are, finally coming into blossom."

"Our daffodils are almost gone," said Danny Arnold.

"And I do love daffodils," sighed Miss Johnstone.

"You know, I was thinking . . . ." she went on. "In the fall we plant the bulbs, and in the spring up come the flowers. That's something like school. Last September and October we began our study of writing. You might say we were planting the bulbs. Now in the spring we should have some fresh bouquets to show for all our winter's work. You have all done so well that I think it is about time we gave a real spring flower exhibition."

Watching the curious class, Miss Johnstone explained: "I feel pretty sure that before very long each one of you will have a bouquet of at least three fresh spring blossoms to brighten up our room: three, four, or more stories, reports, or poems, written and illustrated by yourself. If you wish, you may put them in a binding to take home as a surprise for your parents.

"This Spring Bouquet won't be like your Christmas Book. Everything in it will be your own work. Wouldn't you like to show your mother and father what sturdy little bulbs we planted together in this room last fall?"

BEFORE YOU BEGIN

Study this before-and-after story. What changes and additions were made? Why? What is confusing in the first version? What is out of place or not explained?

Before

> While I was waiting for my mother, a big dog scared me and I got lost. The dog barked and I ran away. Then I heard a policeman ask me if I was lost. I didn't speak to him so he picked me up and put me in the car. He went to the store and bought me candy. I went home with him and my mother was glad to see me and I was glad to see her.

After

> I have been lost only once in my life. I was three years old and my mother had left me standing

outside a bakery. A big dog barked at me and scared me so that I ran far down the street. When I stopped, I didn't know where I was. I stood there crying until I heard a policeman saying, "Are you lost, youngster?" I was too scared to speak so he picked me up and put me into his radio car. Over to a store he drove me and bought me candy. Soon we were friends and I told him where I lived. When we reached home, Mother was walking up and down outside the house. She was certainly worried. My, how glad I was to see her again!

What exactly did the writer of the next story do to improve the beginnings of his sentences? What sentences did he join?



Before

> Baby Robin had fallen from his nest. He was hopping around the garden. He made little cheeping sounds. He tried to fly once or twice. He could only rise a few feet into the air. He felt very frightened and lonely. All at once he saw a cat. It was creeping towards him. He ran and flapped his wings as hard as he could. He finally flew up to the branch of a tree. He was safe.

After

> Baby Robin had fallen from his nest. Around the garden he was hopping, making little cheeping sounds. Once or twice he tried to fly, but could only rise a few feet into the air. How very frightened and lonely he felt. All at once he saw a cat. It was creeping towards him. As hard as he could, he ran and flapped his wings. Finally he flew up to the branch of a tree. He was safe.

FANTASIES AND ANIMAL STORIES

Write at least one of the following stories. Do it any way you want. The questions and suggestions are there only to help you plan.

The Wind That Ran Away

What was his name and where did he live? Why did he run away? Whom did he play with? . . . the grass? . . . clouds? . . . leaves? . . . water? . . . flags? . . . scraps of paper? . . . dust? . . . children? . . . Could you use any of these verbs: *chase, romp, frolic, twirl, tweak, toss, fling, drive, scatter, flap, ripple, ruffle, sweep*? Did he become lost? What did he do? Who found him? Or did his mother become angry when she discovered he had run

away and come roaring in search of him? Was he punished for his naughty tricks?

Try to write this story without using the word *then* even once; and *please* don't end it by making the mischievous little prankster promise never to run away again. He had too good a time.

The Lost Shoe

Where were you when you found the fairy shoe, no bigger than your thumb nail? What was it made of? You take it home. Soon you feel guilty (why?) and return the shoe. Somehow the fairy owner lets you know that she is grateful. How? (You never see her.)



Magic Day

Somewhere, somehow, on a spring day you met the Fairy Queen — or was it the King of the Gnomes? What happened?

Where do the little sprites live? What do they eat? What games do they play? What good do they do? What tricks do they play? What magical places do they know that you could never visit unless . . . ? What do they ride on? Have they any faults?

High, High in the Sky

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whatever way it chanced to blow.
Then I could look beyond the town
And see the river winding down,
And follow all the ships that sail
Like me before the merry gale,
Until at last with them I came
To some place with a foreign name.

From *Little Folk Lyrics* by Frank Dempster Sherman. Published by Houghton Mifflin Company.

You are a kite, taking your first flight. What do you see? What do you do? (*tug, dip, dive, swoop, float lazily, soar, buck, bob, climb swiftly and steadily*) How do you behave to show that you are the best kite aloft? Do you have any unpleasant experiences? (*bumps, slaps, rips, jolts, unfriendly birds*) But is it not a gay, free life when you rise skyward, buoyant on the wind?

The Tale of Tommy Trout

Tommy Trout left his cool home in the Black Pool to journey upstream where the water runs swift over the rocks. What sport did he have? A passing older trout warned him to return to his safe pool, but he continued on. What happened?

Spring Baby

Find or draw a picture of some baby animal or bird. A kitten or puppy will do if you can't find a lamb, colt, calf, rabbit, cub, or some other farm or wild animal. Use it as an illustration for a story.

You are the animal. What is your name and where were you born? What and where do you and your brothers and sisters play? What have you learned about the great strange world since you were born? Are there any things that puzzle you? Is there something you would like to do that your mother has forbidden? Why do you long to grow up?

or

Write the story suggested by your picture.

or

Tell about some one adventure or escape of a baby animal.

TRUE STORIES

If you have an idea of your own, discuss it with your teacher. Remember that the very best stories are often about the most everyday sort of happening.

Do try to begin as many sentences as you can with a word other than *I* or *we*.

Party Coming!

Have you ever helped your mother make the refreshments, arrange the decorations, or set the table for a party or special dinner? What exactly did you do? "Helped make the refreshments" is too vague to be interesting. Did you chop or mince the sandwich spread? What were the ingredients? (*See dictionary.*) Were you given a stir of the cake batter? Did you sneak a taste? Did you slice carrots or celery? What flowers were used? What vase? What dishes or glasses had to be washed or polished? Did the work turn out to be more fun than you had expected? Any praise from your mother? Any rewards?

Friendly Neighbour

Is there someone in your neighbourhood who is particularly fond of children? Describe him, or her. How does he show his good temper and kindness? Has he ever done anything special for you? Does he let you help him with odd jobs? Does he tease you pleasantly or talk to you in a serious and grown-up way? How do you show your liking for him?

Mrs. Grouch

What does she complain about to your mother? Does your mother defend you, or take her side? Do you think there is any good reason for her scolding, complaining manner? Is she unusually fond or proud of something, such as her spotless porch, her pretty garden, her pet cat, her little son? Do you think there may be another, likable side to her character that you don't know about? *Don't use real names!*



KERCHOO!

How did you catch this particularly bad cold? Which day was the worst? What did you do besides sneeze, cough, and blow your nose? (*sniffle, snuffle, bark, wheeze, snort into your kleenex*) How did you feel? (*feverish, chilled, stuffed up, listless, wretched*) What did your mother do? What did she feed you? Any medicine? Did the doctor come? Did your father do anything to make you feel better? Did he joke about your runny nose? Any amusements? How long were you away from school?

If you would rather write about mumps, measles, or some other sickness, do so. Maybe you have had an operation, or been to a hospital. Was it all misery or was there some pleasure in the experience? Any visits, gifts, new acquaintances?



Fun From a Trunk

Did you and your playmates ever stage little scenes that you made up, or dress in old clothes of your parents? When, where, how? Did you use hats, shawls, curtain material, glasses, lipstick? Did you have any trouble teetering on the high heels or managing the baggy trousers? Did you carry on absurd conversations, strut around in a little parade, serve tea, hold a fashion show? What *did* you do? Why do you think children like doing this?

About Spring

Answer each of the following questions with *one sentence that fully explains itself.* Use listing sentences whenever they will help. Leave a line between answers and number each answer.

1. What is spring, and how long does it usually last in Canada?
2. Mention three things that happen outdoors in springtime.
3. Name three Holland bulbs that beautify gardens in May.
4. Mention three games that boys and girls begin to play again when the weather turns warm.
5. Why do you like spring?

A Book Review

Try to tell in a few sentences who the main characters are and the *main thing* that happened to them. Don't tell any happening in detail and be careful not to give away any surprise that the story might contain. Mention the author's name and say what you think of his book. Underline the title.

PICTURES AND THOUGHTS

As the days lengthen and the season turns into summer, look about you for pictures to paint and thoughts to express in words on paper. Maybe the words will rhyme, maybe they won't. The important thing about the lines you write will be the feeling and imagination in them.

Where do your thoughts fly as you look at that opening flower, that butterfly having his morning sip of nectar, that bush or tree in blossom, that happy boy in shirtsleeves riding his bike?

Perhaps your fancy carries you away on vacation. Where would you like to be? What would you like to be doing?

Are some of your friends skipping to a chant? Perhaps you can think of a new rhyme for them to keep time to.

Who is the warm little wind of June, or that lonely cloud? Where does he go and what does he do?

Who lives behind that waterfall or in that stream?

What is that bird singing about on the honeysuckle branch?

Who? . . . What? . . . Where? . . . Why? . . . How?

Look about you and use your imagination.

VERSE TIME

Complete these verses, making the 2nd and 4th lines rhyme.

See-saw, see-saw,
Up and down we ..
See-saw, see-saw,
Going ....

See-saw, see-saw,
Playing in the ... ...
See-saw, see-saw,
....

See-saw, see-saw,
.....
See-saw, see-saw,
.....

Use these ideas or any of your own to write a little poem:

1. Little road, dusty road,
   Do you have fun?
   .....(no rhyme)
   .....(rhymes with 2nd line)

2. Poor grass in the field!
   Yesterday you were so tall
   And thick;
   But now .....

   .....
   Do you .....?
   Are you .....?
   Will you .....?

   (Don't make this rhyme)

3. Mother Bird is busy
   Flying to and fro,
   .....(no rhyme)
   .....(rhymes with 2nd line)

   Father Bird is happy
   Singing .....
   .....
   .....

Some of these questions require writing or group discussion, but for most a brief oral answer will suffice. Therefore, you might organize quiz games.

Write the *numbers* of the suitable questions on slips of paper (e.g. *Quiz 1, 8a; Quiz 2, 9e*). When a number is drawn, the contestant or a master of ceremonies reads the actual question from the text.

Unit Fourteen

Year-End Quiz Show

Quiz 1. Troublesome Words

1. (a) What is the meaning of *they're*?
   (b) Give a sentence containing the word *their*.
   (c) Give a sentence containing the word *there*.
2. (a) Give a sentence in which *too* is the last word.
   (b) Give a sentence in which *too* comes in the middle.
3. (a) Say something about the classroom flag, beginning, "*It's . . .*"
   (b) Say something else about it, beginning, "*Its . . .*"
4. (a) Would you *take* or *bring* a message to a teacher in another room?
   (b) Would you *take* or *bring* the reply back to your own teacher?
   (c) If you were asking a friend over to spend the night, would you ask him to *take* or *bring* his homework?
   (d) Would you *take* or *bring* a picnic lunch, if you were going up to the lake?
5. Does your mother *teach* or *learn* you to make cookies?
6. Is this good English: "If you read good books, you'll learn to read good"? Why?

7. Is *them* used correctly in this sentence? Why?

   Did you ask them boys to come?

8. Are *I*, *me*, *he*, and *him* used correctly in these sentences? Prove it.

   (a) My sister and *I* had the measles at the same time.
   (b) Did you see Andy and *I* at church last Sunday?
   (c) The postman brought *him* and *me* a parcel.
   (d) Dad promised that *him* and *me* could go if we finished our work.

Quiz 2. The Kinds of Words, Their Number and Tense; Diction

1. (a) Would you say that *cart* is usually a noun? Why?
   (b) Is it a noun here: "I wish you wouldn't cart dirt into the hall"?

2. (a) Would you say that *kick* is usually a verb? Why?
   (b) Is it a verb here: "That kick really hurt"?

3. Is *black* a noun, a verb, or an adjective in these sentences?

   (a) He has a black eye.
   (b) I'll black your eyes!
   (c) Black is not really a colour.

4. (a) Is *boy* singular or plural?
   (b) What is the number of *we*?

5. (a) What is the number of *is*?
   (b) What is the plural of *is*? How do you know?

6. What is the plural of *has* and *does*? How do you know?

7. Should the words in italics be singular or plural? Are they right or wrong?

   (a) That dog *come* running over every time he *sees* me.
   (b) There *were* only four *seats* left.
   (c) *He was* right.
   (d) That *number don't* seem right.
   (e) *Are* Arnold and Sarah coming?
   (f) She *doesn't* like to have her hair mussed.

8. Explain the mistake that has been made in these sentences. In your explanation use the words *present*, *past*, and *tense*:

   (a) It was spring and all the gardens are fresh with rain.
   (b) He comes in as soon as his mother called him.

9. Change the following from the present to the past:

   (a) I see, you come, he sings.
   (b) they know, it falls, we give.
   (c) I take, you write, he begins.
   (d) you go, she eats, it does.
   (e) we sink, he speaks, you break.
   (f) they throw, I ride, he wears.
   (g) you find, he hurts, she teaches.
   (h) they run, he fights, I choose.

10. Change all the above to the past with *have* or *has*.

11. Give a sentence containing a verb in the *future* tense.

12. The verbs you use should give a reader *a clear picture of the action.* Many *common verbs* do not do this very well. Suggest substitutes for the verbs in the following sentences:

    (a) I *put* my hat in the cupboard.
    (b) He *went* down the ice with the puck. (not *skated*)
    (c) Blackie *ran* after the chicken.
    (d) He *put* the heavy bag into the station wagon.
    (e) She *got* quickly out of bed.
    (f) Little Freddie *came* along behind all the others.
    (g) The wee mouse *came* into the room.
    (h) The tired boy *went* up to bed.
    (i) I *saw* two more rats *going* under the barn.
    (j) "Mother, I've won the prize!" I *said.*

13. Can you think of substitutes for these *common adjectives*?

    (a) interesting
    (b) unhappy (not *sad*)
    (c) a *nice* day
    (d) a *nice* man
    (e) funny
    (f) a *pretty* dress (not *beautiful* or *lovely*)
    (g) a *good* student
    (h) a *bad* boy

Quiz 3. Recognizing and Indicating Sentences

1. Why is it necessary to begin a sentence with a capital letter?

2. Should the word in brackets be given a capital letter?

    (a) Mr. Farley is proud of the prize roses (*in*) his big garden on Dundas Road.

(b) Mr. Farley loves gardens (*he*) has several prize roses.

(c) Mr. Farley loves gardens (*and*) has several prize roses.

(d) Mr. Farley has a lovely garden (*where*) he grows prize roses.

(e) Mothers expect too much of their children (*how*) can we keep our hands clean all the time?

(f) Sometimes I wonder if mothers know (*how*) hard it is to keep our hands clean all the time.

(g) Florrie and I were watching TV (*the*) lights went out.

(h) Last night as Florrie and I were watching our favourite programme on TV (*the*) lights went out.

(i) The Nile is one of the longest rivers in the world (*it*) flows through the ancient land of Egypt.

(j) Through the ancient land of Egypt flows the Nile (*one*) of the longest rivers in the world.

3. What mark should be used at the end of these?

(a) How very clever of you

(b) Could this be true

(c) Who is coming with you

(d) He tells me a story every night

(e) She asked me what I wanted

(f) What a rainy day

(g) It looks as though it might rain

Quiz 4. Constructing Sentences

1. Combine these statements into one sentence as short as possible:

(a) My sister gave me a book.
It was all about Canadian birds.
It was a birthday present.

(b) Last Sunday Dad took us for a drive.
We drove along the river.
We came to Old Fort Garry.

(c) At Cubs we play group games.
We do badge work at Cubs.
Sometimes we watch films.

(d) Before crossing the street, you should stop at the curb.
You should look out for cars.
You should look to the left and right.

(e) A bulldog is a big fellow.
He has a large head.
He has bow legs.

2. Use the most sensible one of the words in brackets instead of the *and* or *but* to join these sentences. Remember that a joining word often comes at the beginning of a sentence.

(a) Judy was roller-skating on the driveway and bumped into me. (*as, after, although*)

(b) Daddy punishes me sometimes but I love him all the same. (*because, when, although*)

(c) My bedtime came and I had to stop watching TV. (*after, as soon as, if*)

(d) Jim and I went rowing and the twins had another dip. (*while, since, when*)

(e) I returned home from school and little Budgie flew to my shoulder. (*while, whenever, before*)

(f) You wash the supper dishes and I'll let you go out for an hour. (*if, as, until*)

(g) We took shelter under a big tree and at last the shower stopped. (*because, before, until*)

(h) Once there lived a good king and he had three stupid sons. (*who, which*)

Quiz 5. Paragraph Structure

1. What should a reader be told at the beginning of a paragraph?

2. The following are satisfactory beginnings but they don't "catch the reader". An *exclamation,* a *question,* a snatch of *conversation,* clear *action,* a *word picture,* something *unexpected* — any of those would help. What do you suggest?

   (a) On Tuesday afternoon our class went to ..... . (any place a class might visit)

   (b) My favourite sport is ..... .

   (c) I have a pet ..... .

3. What are *details*? In what part of the composition are they most necessary?

4. What would you say about the details in this report?

   Such excitement there was last Wednesday when our class visited the Redpath Museum! At two-thirty the big grey bus arrived and we all piled in and took our seats. On the way down everybody sang and told jokes. We made such a happy noise that people smiled and waved to us. In about twenty minutes the drive was over. We walked up the steps of the museum to the big doors where a lady met us. She showed us all



around. We were very interested in the Indian display and the skeletons. At four o'clock we thanked the lady and drove home. It had been a wonderful visit.

5. Discuss which sentence should come first, which should come second, and so on. You will not all agree, for this is perhaps the hardest problem in the whole book.

   (a) A fiesta in a Peruvian town is a gay celebration.
   (b) The musicians play all day long.
   (c) The Indian farmers and villagers gather early from miles around to share in the fun.
   (d) Many performers wear masks like our Hallowe'en disguises.
   (e) There are parades and dances to watch.

(f) Young men wander through the crowd tossing confetti and paper streamers.

(g) The market square is bright with flowers and flags.

(h) The dancers are all men and wear fancy costumes.

(i) If you have ever been to a fair in Canada, you will know something of the gaiety of the day.

(j) A band of drummers and flute players sounds the music for the dancing.

(k) All the townsfolk are celebrating as well as the villagers.

(l) Booths have been set up to sell food and drink and souvenirs.

6. What advice about *ending* a composition would you give to someone starting Grade Four next year?

7. *When you write, you should seek help from your senses.* What does that mean?

8. *Good writers draw upon their own true experiences.* Why do you think that is wise?

9. When you are *writing a letter,* how should you try to make your sentences "sound"?

10. What information should you be careful to include in an *invitation*?

11. What is the point of writing something in the form of a *list*? How should the items in a list be written?

Quiz 6. Proof-reading and Editing

1. What word is wrong in this sentence? Why?

   My, what a ugly old dog!

2. What words have been confused in these sentences? Why?

   (a) Last Saturday we opened are summer cottage.

   (b) We could here the sweet song of the Canada Bird.

   (c) Wild flowers were in bloom everywhere, but we didn't no their names.

   (d) Father said he'd have to by a book about them.

   (e) We dangled our feet of the dock in the cold lake.

3. What words should be corrected in these sentences? Why?

   (a) Your going to need you're umbrella.

   (b) My mothers dress and stockings were splashed with mud.

   (c) The robins were bathing theirself in a puddle.

4. What words are causing most of the trouble in this runaway and repetitious sentence? Rewrite it.

   My father he wanted to wash the car and so he got it out and then he drove it into the yard and then he got the hose and he attached it, he let me hose the car and after I had finished hosing it we washed it off again and so we got it all clean.

5. Rewrite the following paragraph, making any changes that you think are *necessary*.

   When I was born, I received a sweet little stuffed rabbit that I called Fluffy, she was my first toy and I treasured her dearly and as I grew older I wouldn't go anywhere without her one summer day in my fourth year I was out in a boat with my father and dropped fluffy overboard and before Dad could reach her she

floated away and sank, her big pink eyes were staring at me. I thought she was trying to say save me! After that I felt very miserable and lonely for many days now whenever I see a stuffed rabbit I always think of my sweet Fluffy.

Happy holidays to all,

May Johnstone



Index

Note: Certain items are repeated so frequently in proof-reading and review exercises that listing all page references became cumbersome. For further listings see *Extra Practice, Making Sure, The Young Editor's Desk,* and *Review.* Irregular verb forms are not listed separately as they are studied under the single heading of *Tense.* A few items such as *himself — hisself, of — off, sure — surely* are unlisted because they appear without textual comment in general proof-reading exercises.

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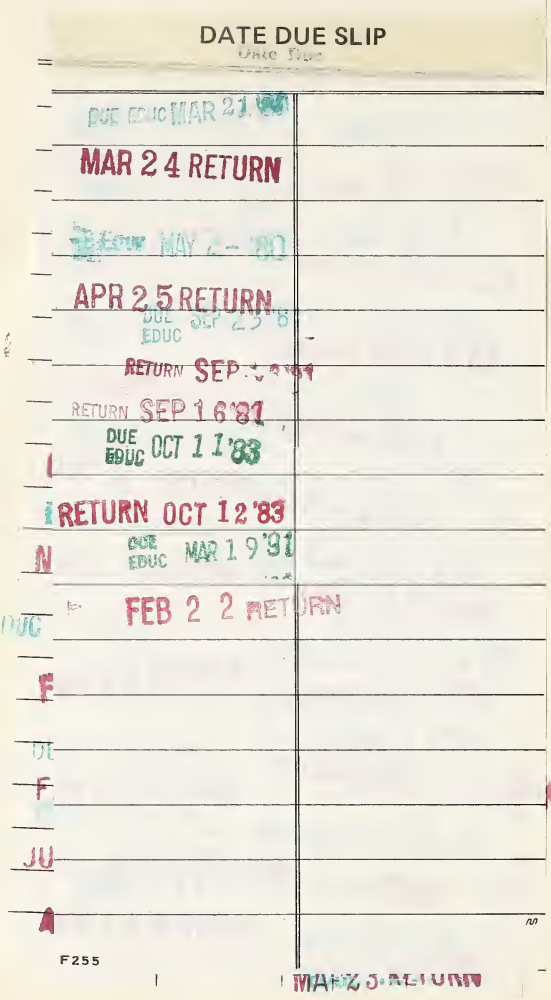
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DATE DUE SLIP
DUE EDUC MAR 21
MAR 24 RETURN
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RETURN SEP
RETURN SEP 16 '81
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RETURN OCT 12 '83
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